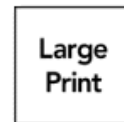
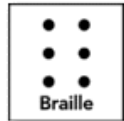




Student Disability Services

Disability Support Program

TEXAS TECH UNIVERSITY



Desk Reference For Faculty and Staff

Website: www.studentaffairs.ttu.edu/sds/

Box 45007, 335 West Hall
Lubbock, Texas 79409-5007
Phone: (806) 742-2405
TTY: (806) 742-2092
Fax: (806) 742-4837

TABLE OF CONTENTS

Overview of Desk Reference Guide.....	3
Legal Insight.....	4
Student Responsibilities	6
Faculty Responsibilities	6
Disability Awareness Tips	7
Acquired Brain Injury	8
Attention Deficit Disorders	10
Chronic Illness	12
Hearing Impairments	14
Learning Disabilities	17
Mobility Impairments	19
Psychological Disabilities	21
Visual Impairments	23
Speech and Language Disabilities.....	25
Website Resources	27
Frequently Asked Questions	34
Overall Tips to Facilitate Learning	27
References	35
Appendix I	36

WORKING WITH STUDENTS WITH DISABILITIES

A DESK REFERENCE FOR FACULTY & STAFF

This desk reference guide is designed to assist the faculty and staff of Texas Tech University in the provision of reasonable accommodations for students with disabilities. Texas Tech University strives to provide an accessible learning community for its students.

Information in this reference includes:

- Legal Requirements
- Student & Faculty Responsibilities
- Tips for Disability Awareness
- Information Regarding Specific Disabilities
- Typical Reasonable Accommodations for Specific Disabilities
- Tips to Facilitate Learning for Students with Different Types of Disabilities
- Suggested Websites and Resources

LEGAL INSIGHT

Two of the primary laws that effect higher education and disability are Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA) of 1990. Title II of ADA, as it is commonly referred to, states that:

“No otherwise qualified person with a disability in the United States...shall, solely by reason of disability, be denied the benefits of, be excluded from participation in, or be subjected to discrimination under any program or activity receiving federal financial assistance.”

Section 504 defines a person with a disability as:

“Any person who...

- has a physical or mental impairment which substantially limits one or more major life activities;
- has a record of such an impairment;
- is regarded as having such an impairment."

At Texas Tech University, a "qualified person with a disability" is defined as one who:

- "Meets the academic and technical standards requisite to admission or participation in the educational program or activity."

Section 504, along with the Americans with Disabilities Act of 1990 (ADA), protects the rights of qualified individuals with disabilities. Section 504 contains more specific information regarding compliance issues in post secondary institutions. However, the ADA legislation extends the law to private institutions of higher education as well as those receiving federal funding.

Disabling conditions include, but are not limited to:

Acquired Brain Injuries
Attention Deficit Disorders
Blindness/Visual Impairments
Cerebral Palsy
Deafness/Hearing Impairments
Learning Disabilities
Orthopedic/Mobility Impairments
Psychological Disorders
Speech and Language Disorders
Spinal Cord Injuries
Tourette's Syndrome, AND

Chronic Illnesses, which include, but are not limited to:

Cancer
Diabetes
Epilepsy
Epstein Barr Virus
HIV+/AIDS
Lyme's Disease
Lupus
Multiple Chemical Sensitivities
Multiple Sclerosis
Muscular Dystrophy
Renal Disease/Failure

Texas Tech University is required to provide reasonable accommodations that allow students with disabilities equal access to an education. It is important to note that Section 504 does not require institutions to alter their academic standards.

As specified by Section 504, Texas Tech University may not:

- Limit the number of students with disabilities admitted.
- Make pre-admission inquiries regarding whether or not a student has a disability.
- Use admissions tests or criteria that inadequately measure the academic qualifications of students with disabilities because special provisions were not made.
- Exclude an otherwise qualified student with a disability from any course of study.
- Establish rules or policies that may adversely affect students with disabilities.

Modifications and accommodations that Texas Tech University provides for qualified students with disabilities may include:

- Architecturally accessible buildings and facilities.
- Reasonable services such as qualified sign language interpreters.
- Consideration of course substitutions as reviewed on an individual basis (such accommodations need not be made if the institution can demonstrate that the changes requested would substantially alter essential elements of the course or program).
- Provision of reasonable accommodations such as extended time on in-class assignments or exams, priority seating assignments, use of assistive devices or technology such as tape recorders for class notes, and other accommodations that are reasonable as determined on an individual basis.
- Other reasonable services and accommodations as determined on an individual basis.

What is a reasonable accommodation?

1. A reasonable accommodation is any modification or adjustment that will allow a student with a disability to perform in a program or have the same rights and privileges as students without disabilities as well as benefit from all educational programs and activities.
2. Reasonable accommodations make it possible for a student with a disability to participate fully in the educational program and for the faculty member to fairly evaluate the student's understanding of the material without interference from the disability.

STUDENT & FACULTY RESPONSIBILITIES

Responsibilities of Students with disabilities:

1. Apply and be accepted for admission at Texas Tech University. Students with disabilities go through the standard admissions process.
2. Complete an application for **Student Disability Services** and return it along with sufficient documentation in the form of an evaluation performed by a qualified professional (such as a licensed physician, psychologist, or audiologist). Please contact **Student Disability Services** at (806) 742-2405 for more information.
3. After an application and sufficient documentation has been received by **Student Disability Services** the student is required to meet in person with a Counseling Specialist to discuss reasonable accommodations. In this meeting, letters of accommodation stating the reasonable accommodations that should be provided are given to qualified students with disabilities.
4. Qualified students with disabilities at Texas Tech University must provide their instructors with a letter of accommodation from **Student Disability Services** and meet with them to discuss the implementation of reasonable accommodations in a timely manner. It is strongly recommended that this be done in the first week of class.

Responsibilities of Faculty/Staff Members:

Once a Letter of Accommodation has been received:

Faculty/Staff have the responsibility to comply with the provision of authorized reasonable accommodations in a reasonable and timely manner. Faculty/Staff members should meet individually with the student to discuss the details.

If a Letter of Accommodation has not been received:

If a student requests accommodations for a disability, but does not provide the supporting documentation in the form of a letter of accommodation, please refer the student to **Student Disability Services**. If an accommodation request is something that you would feel comfortable providing for any student (for example, closing the door to reduce distractions or providing seating near a window for natural light) the accommodation may be provided without consulting with **Student Disability Services**. However, it is advisable to refer any accommodation request that is questionable to **Student Disability Services**.

When the Appropriateness of the Accommodation is in question...

Please consult with an **Student Disability Services** Disability Support Program Counseling Specialist if you have any questions regarding the appropriateness of or the proper way to facilitate a particular accommodation.

TIPS FOR DISABILITY AWARENESS

Appropriate Language

- People with disabilities are people first. The correct wording is to state the person first and then the disability; thus, you would say "the person who is visually impaired" rather than "the blind man/women." This places the emphasis upon the person, not the disability.
- Do not use the word handicapped.
- Avoid labeling individuals as victims.
- Avoid terms such as wheelchair bound. Wheelchairs provide access and enable a person to get around independently. People are not bound to wheelchairs; they use a wheelchair to assist them.
- When it is appropriate to refer to an individual's disability, choose the correct terminology for the specific disability.
- Avoid stereotyping persons with disabilities into the same category. Disabilities vary greatly from one to another and even two people with the same disability may have greatly different experiences and capabilities.
- For more terminology see appendix I.

Confidentiality Strategies

- Always speak to a student privately about their disability or accommodation(s). Avoid allowing other students or faculty to hear these conversations. This includes conversations regarding testing accommodations, class absences related to the disability, etc.
- When helping to facilitate note-taking services, refer to the note-taking memo that has accompanied the student's Letter of Accommodations. Be sure not to announce the student's actual name.
- Arrange for students to pick up copies of notes or class materials that have been put into an accessible format in a time and manner that protects their confidentiality.
- When in doubt as to what to do to protect the student's right to confidentially ask the student how they would prefer something to be handled or call the **Student Disability Services** Disability Support Program.

ACQUIRED BRAIN INJURY

Each year in America over one million individuals sustain head injuries. A disabling condition may occur from a brain injury because of external events such as closed head trauma or missile penetration or internal events such as cerebral vascular accidents or tumors. Acquired brain injury is a complex disability. People with acquired and traumatic brain injuries may be affected in vastly different ways according to the nature and severity of the injury. Physical, cognitive, social, and vocational changes are usually apparent to varying degrees because of the injury. Some common symptoms include seizures, loss of balance or coordination, mood swings, difficulty in speech, memory loss, loss of organizational and reasoning skills, deficiencies in primary perceptual systems and difficulty adhering to social norms of behavior. Students with acquired brain injuries may need to be reminded of expectations and instructions on a regular basis.

Recovery from a brain injury may be inconsistent. A student might make progress, then regress, and then make unexpected gains in functioning as time passes. A plateau is not evidence that functional improvement has ended.

Students with acquired brain injuries may exhibit the following areas of difficulty:

- Organizing Thoughts
- Processing Information and Word Retrieval
- Understanding Cause-Effect Relationships
- Interacting with Others
- Problem Solving
- Compensating for Memory Loss
- Generalizing and Integrating Skills
- Short-term memory
- Balance or coordination
- Communication and Speech

Accommodations that may be reasonable for students with acquired brain injury include:

- Note-Taking Services – Instructors are to locate two in-class note-takers for the course; one to serve as the primary note taker and the other to serve in the primary note-taker’s absence. Note takers must have a minimum 2.8 GPA. NCR carbonless paper pads should be used by the note takers and are available through Student Disability Services. In order to locate the two note takers, instructors should make an anonymous appeal for note-taking services. Guidelines for doing so are included in the *Note taking Memo* that accompanied this letter of accommodation.
- Additional time on work done in class and on tests, unless speed is the essential element being tested. The amount of additional time will be determined on an individual basis according to student’s documentation.
- Alternative test location which provides a quiet environment that reduces distractions.
- Allowance of assistive devices such as a tape recorder for class notes, lap top computers, etc.
- Notification to the instructor(s) in the Letter of Accommodation regarding the specific challenges the acquired brain injury may pose to the student.
- Other reasonable accommodations as decided on an individual basis.

The following is a list of strategies that may be especially helpful in the facilitation of student learning and in working effectively with students with acquired brain injuries. These strategies are merely suggestions; they are not required by law as are reasonable accommodations.

Lectures

- Demonstrate or explain information in more than one way if possible (utilize visuals, outlines, overheads, demonstrations, hands-on learning activities, etc.).
- Break information into small steps when teaching new tasks or information.
- Allow time for questions and answers to clarify directions and essential information.
- Keep instructions brief, break them down into steps, and make the directions available in written and verbal format.
- Assist the student in finding an effective note-taker or lab assistant from the class when requested in the letter of accommodation.

Exams

- Provide study guides, review sheets, or sample test for exams to aid in test preparation.
- Make test instructions clear and concise; provide these instructions in written and oral form if at all possible.
- Permit the student to take exams in sections to facilitate memory retrieval.

Classroom Organization

- Clearly define course requirements, the dates of exams, and assignment due dates. Provide advance notice of any changes in dates or assignments.
- Provide additional structure in the form of assignment sheets, to-do lists, progress charts, and course and lecture outlines.
- Promote the use of assistive technology and software.
- Reiterate boundaries and expectations.

Suggested Reading Material

The Head Injured College Student, by C. Holmes, 1988, Charles C. Thomas Publishers

ATTENTION DEFICIT DISORDERS (ADD)/ ATTENTION DEFICIT HYPERACTIVITY DISORDER (ADHD)

Attention deficit disorders are neurological conditions that occur in 5-10% of the population. Attention deficit disorders affect cognition, learning, and behavior. It is believed that the condition arises from anomalous brain chemistry and is persistent throughout adulthood. ADD/ADHD may be present with or without hyperactivity. Inattentive and/or impulsive characteristics may be present as well. Symptoms of ADD/ADHD may include: low tolerance for stress, overreaction to stressful situations, poor organization and task completion, extreme mood swings, high anxiety, a short and/or excessive temper, as well as other characteristics. There is a common misconception that the attention problems with ADD/ADHD appear in a consistent manner in all areas of life. ADD/ADHD is really more of an inability to regulate attention to tasks and/or to screen out extraneous stimuli. Control of impulses and behavior in variety of settings is also lacking at times.

Students who have ADD/ADHD often have difficulty concentrating on and completing tasks, frequently shifting from one uncompleted activity to another. In social situations, inattention may be apparent in frequent shifts in conversation, poor listening comprehension, and not following the details or rules of games and other activities. Symptoms of hyperactivity may take the form of restlessness and difficulty with quiet activities. ADD/ADHD arises during childhood (before the age of seven) and is not attributed to gross neurological, sensory, language, or motor impairment, mental retardation, or severe emotional disturbance.

Students with ADD/ADHD may exhibit the following areas of difficulty:

- Concentration
 - Following Directions
 - Listening
 - Making Transitions
 - Starting, Organizing & Completing Tasks
 - Interacting with Others
 - Inability to stay on Task
 - Easily distracted
 - Poor Time management skills
 - Reading comprehension difficulties
 - Poor handwriting
 - Blurting out answers
-
- Note-Taking Services – Instructors are to locate two in-class note-takers for the course; one to serve as the primary note taker and the other to serve in the primary note-taker's absence. Note takers must have a minimum 2.8 GPA. NCR carbonless paper pads should be used by the note takers and are available through Student Disability Services. In order to locate the two note takers, instructors should make an anonymous appeal for note-taking services. Guidelines for doing so are included in the *Note taking Memo* that accompanied this letter of accommodation.
 - Additional time on work done in class and on tests, unless speed is the essential element being tested. The amount of additional time will be determined on an individual basis according to student's documentation.
 - Alternative test location which provides a quiet environment that reduces distractions.
 - Priority seating to allow the student to sit in a section of the classroom which minimizes

distractions.

- Allowance of assistive devices such as a tape recorder to be used in the classroom.
- Other reasonable accommodations as determined on an individual basis.

The following is a list of strategies that may be especially helpful in the facilitation of student learning and in working effectively with students with attention deficit disorders. These strategies are merely suggestions; they are not required by law as are reasonable accommodations.

Lectures

- Demonstrate or explain information in more than one way if possible (utilize visuals, outlines, overheads, demonstrations, hands-on learning activities, etc.).
- Break information into small steps when teaching new tasks or information.
- Allow time for question and answers to clarify directions and essential information.
- Keep instructions brief, break them into steps, and make the directions available in written and verbal format.
- Assist the student in finding an effective note-taker or lab assistant from the class when requested in the letter of accommodation.

Exams

- Provide study guides, review sheets, or sample tests for exams to aid in test preparation.
- Minimize distractions and interruptions during the exam.
- Make test instructions clear and concise; provide these instructions in written and oral form if at all possible.

Course/Classroom Organization

- Clearly define course requirements, the dates of exams, and assignment due dates. Provide advance notice of any changes in dates or assignments.
- Provide additional structure in the form of assignment sheets, to-do lists, progress charts, and course and lecture outlines.
- Promote the use of assistive technology and software.

Suggested Reading Material
Attention Deficit Disorder in Adults,
Lynn Weiss, Taylor Publishing CO; 1992.

CHRONIC ILLNESS

Students affected by chronic illnesses may have what is termed systematic disabilities; conditions in which there is a dysfunction of one or more of the body's systems (respiratory, immunological, neurological, and/or circulatory). Systematic disabilities are often unstable; reasonable and appropriate accommodations may change.

Some examples of chronic illness causing systematic disabilities are:

Cancer - a malignant growth that can affect any part of the body. Treatment can be time consuming, painful, cause suppression of the immune system, and sometimes result in a permanent disability.

Diabetes mellitus - causes a person to lose the ability to regulate blood sugar. People with diabetes often need to follow a strict diet and may require insulin injections. During a diabetic reaction, a person may experience confusion, sudden personality changes, or a loss of consciousness. In extreme cases, diabetes may also cause vision loss, cardiovascular disease, kidney failure, stroke, or amputation.

Epilepsy/Seizure Disorder - causes a person to experience a loss of consciousness. Episodes, or seizures, vary from "petit mal" seizures that are shorter in duration and may only appear as a brief period of inattention to the less common but more noticeable "grand mal" seizures. Seizures may be controlled by medications, some of which affect cognition.

Epstein Barr Virus/Chronic Fatigue Syndrome/Fibromylgia - are autoimmune disorders that may include extreme fatigue, loss of appetite, and depression. Physical or emotional stress may adversely affect a person with any of these conditions.

Human Immunodeficiency Virus (HIV+), which causes AIDS - inhibits an individual's ability to fight off illness and infections. Symptoms vary greatly. Medications taken for this illness may affect functional limitations and abilities of the individual. People with HIV or AIDS are often stigmatized.

Lyme's Disease - a multisystemic condition that can cause paralysis, fatigue, fever, sleeping problems, memory dysfunction, cognitive difficulties, and depression. It is caused by an insect bite.

Lupus Erythematosis - a condition that can cause inflammatory lesions, neurological problems, extreme fatigue, persistent flu-like symptoms, impaired cognitive ability, connective tissue damage, and mobility impairments.

Multiple Chemical Sensitivity (MCS) - often results from prolonged exposure to chemicals. A person with MCS becomes increasingly sensitive to chemicals found in everyday environment. Reactions can be caused by cleaning products, pesticides, petroleum products, vehicle exhaust, tobacco smoke, room deodorizers, perfumes and scented personal products. Although reactions vary, nausea, rashes, lightheadedness, fatigue, and respiratory distress are common symptoms.

Multiple Sclerosis (MS) - a progressive neurological condition with a variety of symptoms, such as loss of strength, numbness, vision impairments, tremors, and depression. The intensity of MS symptoms can vary greatly. Extreme temperatures can adversely affect a person with MS.

Muscular Dystrophy - a group of diseases in which the muscles progressively weaken and shrivel away. The most common type starts in childhood and initially affects the muscles of the shoulders, hips, calves, and thighs.

Renal Disease/Failure - can result in a loss of bladder control, extreme fatigue, pain, and toxic reactions that can cause cognitive difficulties. Some people with renal disease are on dialysis and have to adhere to a rigid schedule.

Accommodations that may be reasonable for students with a chronic illness include:

- Additional time on work done in class and on tests, unless speed is the essential element being tested. The amount of additional time will be determined on an individual basis according to student's documentation.
- Notification to the instructor(s) in the student's letter of accommodations of specific challenges the illness may pose for the student.
- Relocation of a class or meeting (call Academic Facilities at 742-3658 to arrange this).
- Priority seating
- Other reasonable accommodations as determined on an individual basis.

The following is a list of strategies that may be especially helpful in the facilitation of student learning and in working effectively with students with chronic illnesses. These strategies are merely suggestions; they are not required by law as are reasonable accommodations.

Lecture

- Permit the student to tape record lectures
- Assist the student in finding an effective note taker or lab assistant, if requested in the letter of accommodation.

Exams

- Permit the student to take exams in sections to facilitate memory retrieval.

Classroom Organization

- Allow the student travel time between classes.
- Consider flexible deadlines depending on the effects of the illness
- Clearly define course requirements, the dates of exams, and when assignments are due. Provide advance notice of any changes in dates or assignments.

HEARING IMPAIRMENTS / DEAFNESS

More individuals in the United States have a hearing impairment than any other type of physical disability. A hearing impairment is any type or degree of auditory impairment. Deafness is an inability to use hearing as a means of communication. Hearing loss may be sensorineural (involving an impairment of the auditory nerve), conductive (a defect of in the auditory system which interferes with sound reaching the cochlea), or a mixed impairment (involving both sensorineural and conductive systems) Hearing loss is measured in decibels and may be mild, moderate or profound. A person who is born with a hearing loss may have language deficiencies and exhibit poor vocabulary and syntax. Many students with hearing loss may use hearing aids and/or rely on lip reading. Others may utilize a sign language interpreter.

Deaf and hard of hearing students may:

- Be skilled lip readers, but many are not, only 30 to 40 percent of spoken English is distinguishable on the mouth and lips under the best of conditions.
- Also have difficulties with speech, reading, and writing skills, given the close relationship between language and development and hearing.
- Use speech, lip reading, hearing aids and/or amplification systems to enhance oral communication
- Be member of a distinct linguistic and cultural; as a cultural group, they may have their own values, social norms, and traditions.
- Use American Sign Language (ASL) as their first language, English as their second language.

Accommodations that may be reasonable for students with hearing disabilities/deafness include:

- Note-Taking Services – Instructors are to locate two in-class note-takers for the course; one to serve as the primary note taker and the other to serve in the primary note-taker's absence. Note takers must have a minimum 2.8 GPA. NCR carbonless paper pads should be used by the note takers and are available through Student Disability Services. In order to locate the two note takers, instructors should make an anonymous appeal for note-taking services. Guidelines for doing so are included in the *Note taking Memo* that accompanied this letter of accommodation.
- Priority seating to allow the student to sit in a section of the classroom which minimizes distractions and facilitates lip reading.
- Sign language interpreting services
- Allowance of devices such as assistive listening devices.
- Other reasonable accommodations, services, and aides as determined on an individual basis may also be provided.

Tips to Facilitate Lip Reading & Working with a Sign Language Interpreter:

- Face the student, keep your hands away from your mouth, speak slowly, use shorter sentences, and use appropriate facial expressions and gestures when speaking. Do not exaggerate your lip movements as you speak.
- Only 30% of the spoken words of the English language can be lip read. Make sure you write down those words that will help the student become familiar with technical and unfamiliar language.
- Repeat the comments and questions of other students, especially those from the back rows; acknowledge who has made the comment so the hearing impaired/deaf student can focus upon the speaker.
- Make sure you have the student's attention before speaking. A light touch on the shoulder or a visual signal such as a wave work well.
- Address the student and not the sign language interpreter.

The following is a list of strategies that may be especially helpful in the facilitation of student learning and in working effectively with students who are hard of hearing/deaf. These strategies are merely suggestions; they are not required by law as are reasonable accommodations.

Lectures

- Speak slowly during a lecture to aid in lip reading, sign language interpreting, etc.
- Demonstrate or explain information in more than one way if possible (utilize visuals, outlines, overheads, demonstrations, hands-on learning activities, etc.)
- Break information into small steps when teaching new tasks or information.
- Allow time for question and answers to clarify directions and essential information.
- Keep instructions brief, break them down into steps, and make the directions available in written format.
- Try to obtain closed-captioned copies of audio-visual materials whenever possible. If the student lip reads, you may also want to consider allowing the student to take the material home or review it in an office to facilitate the process.

Exams

- When writing the exam(s), use language that is straight-forward and direct whenever possible. Also keep in mind that students who use sign language interpreters may have received lecture information in a translated format. They may not easily recognize phrases that are taken verbatim from the lecture, but are not presented in a written format anywhere.

Course/Classroom Organization

- Clearly define course requirements, the dates of exams, and assignment due dates. Provide advance notice of any changes in dates or assignments. When canceling a class let students know in advance so that they can cancel their interpreter services ahead of time.

Using an Interpreter:

- Speak clearly and in a normal tone, facing the person using the interpreter (do not face the interpreter).
- Do not rush through a lecture or presentation. The interpreter or the deaf student may ask the speaker to slow down or repeat a word or sentence for clarification. Allow time to study handouts, charts or overheads. A deaf student cannot watch the interpreter and study written information at the same time.
- Permit only one person at a time to speak during group discussions. It is difficult for an interpreter to follow several people speaking at once. Since the interpreter needs to be a few words behind the conversation, give the interpreter time to finish before the next person begins so the deaf student can join in or contribute to the discussion.
- If a class session is more than an hour and a half, two interpreters will usually be scheduled and work on a rotating basis. It is difficult to interpret for more than an hour and a half, and following an interpreter for a long time is tiring for a deaf student. Schedule breaks during lengthy classes so both may have a rest.
- Provide good lighting for the interpreter. If the interpreting situation requires darkening the room to view slides, videotapes, or films, auxiliary lighting is necessary so that the deaf student can see the interpreter. If a small lamp or spotlight cannot be obtained, check to see if lights can be dimmed, but still provides enough light to see the interpreter. If you are planning to present any video taped materials in your classroom, please order tapes that are closed captioned. Please request equipment that will display closed captioning, or request a VCR with a closed captioning decoder from Information Technology.
- You may ask the student to arrange for an interpreter for meetings during office hours. Often your classroom interpreter can schedule this time with you. For field trips and other required activities outside of regularly scheduled class time, the student must make a written request to the DS office as soon as possible, but at least two weeks before the event.
- Some courses require frequent use of a textbook during class time. Providing a desk copy to the interpreter for the semester will often facilitate communication. For technical courses, it can allow interpreters time to prepare signs for new vocabulary before interpreting the lecture.
- Bound by a professional code of ethics, interpreters are hired by the University to interpret what occurs in the classroom; interpreters are not permitted to join into conversations, voice personal opinions, or serve as general classroom aides. Do not make comments to interpreters that are not intended to be interpreted to the deaf student.

Adapted from: Communicating with a Student who is Deaf, Seattle Community College; Regional Education Center for Deaf Students.

Suggested Material
National Information Center on Deafness:
<http://www.gallaudet.edu>

LEARNING DISABILITIES

A Learning Disability (LD) is a disability that affects the manner in which individuals take in information, retain it, and express the knowledge and understanding which they possess. According to the National Joint Committee of Learning Disabilities, "Learning Disability" is a term that refers to a heterogeneous group of disorders manifested by significant difficulties in the acquisition and use of listening, mathematics computation and reasoning, mechanics of writing, problem-solving, reading comprehension, reasoning, and/or spelling. Learning Disabilities may co-exist with another disabling condition or extrinsic influence (such as cultural differences or inadequate instruction), but they are not the result of these conditions or influences. Some common terms associated with Learning Disabilities are:

Dyslexia - difficulty with reading

Dyscalculia - difficulty with mathematics

Dysgraphia - difficulty writing words with appropriate syntax

Dysphasia - difficulty speaking with fluency or sometimes in understanding others

Visual Discrimination - inability to see the difference in objects

Auditory Processing & Sequencing - inability to hear sounds in the right order

Central auditory processing - occurs when the ear and the brain do not coordinate fully.

Students with Learning Difficulties may experience the following areas of difficulty:

- Oral and/or written expression
- Reading comprehension and basic reading skills
- Problem solving
- Ability to listen selectively during lectures, resulting in problems with note taking
- Mathematical calculation and reasoning
- Interpreting social clues
- Time management
- Organization of tasks, such as written work and/or essay questions
- Following directions and concentrating
- Short-term memory

Accommodations that may be reasonable for students with learning disabilities include:

- Note-Taking Services – Instructors are to locate two in-class note-takers for the course; one to serve as the primary note taker and the other to serve in the primary note-taker's absence. Note takers must have a minimum 2.8 GPA. NCR carbonless paper pads should be used by the note takers and are available through Student Disability Services. In order to locate the two note takers, instructors should make an anonymous appeal for note-taking services. Guidelines for doing so are included in the *Note taking Memo* that accompanied this letter of accommodation.
- Additional time on work done in class and on tests, unless speed is the essential element being tested. The amount of additional time will be determined on an individual basis according to student's documentation. Unlimited time on exams is not a reasonable accommodation.
- Alternative test location which provides a quiet environment that reduces distractions.
- Test reader
- Test scribe

- Priority seating to allow the student to sit in a section of the classroom which minimizes distractions.
- Allowance of assistive devices such as a tape recorder or a laptop computer to be used in the classroom.
- Other reasonable accommodations as determined on an individual basis.

The following is a list of strategies that may be especially helpful in the facilitation of student learning and in working effectively with students with learning disabilities. These strategies are merely suggestions; they are not required by law as are reasonable accommodations.

Lecture

- Demonstrate or explain information in more than one way if possible (utilize visuals, outlines, overheads, demonstrations, hands-on learning activities, etc.)
- Break down difficult or complicated concepts into steps or parts.
- Outline the day's lecture on the chalkboard, on an overhead, or in a handout.
- Provide periodic summaries during lectures to emphasize key points.
- Emphasize important points, main ideas, and key concepts orally in the lecture and/or highlight these points on an overhead.
- Include time for question and answer sessions.
- Prepare handouts and review technical terminology used in the course.

Exams

- Provide sample exams and/or study guides to aid in test preparation.
- Go over failed exams with student and provide insight into the correct answers

Course/Classroom Organization

- Clearly define course requirements, the dates of exams, and assignment due dates. Provide advance notice of any changes in dates or assignments.
- Have the syllabus prepared and available six to eight weeks prior to the first day of class to aid in the student's arrangements for textbooks on tape.
- If possible, incorporate "hands on" and lab experiences.
- Provide a suggested timeline when making long-range assignments and suggest appropriate check-points.

Suggested Reading Material
Adults with Learning Disabilities,
 N. Gregg, C. Hoy & A. Gay, 1996, The Guilford Press.

MOBILITY IMPAIRMENTS

Mobility impairments are caused by conditions present at birth or are the result of illness or physical injury. Functional abilities vary widely depending on age of onset, nature of the disease or injury, and response to treatment. Mobility limitations may fluctuate with periods of remission and exacerbation. The best source of information regarding functional limitations presented by the disability is the student who is dealing with the mobility impairment.

Physical access to a class is the first barrier a student with mobility impairment may face, but this is not only related to the structural accessibility of the classroom or building. Crowded walkways, distance, change in elevation, lack of reliable transportation, or mechanical problems with a wheelchair or assistive device can easily delay a student.

A student with mobility impairment may or may not want assistance in a particular situation. Ask before giving assistance and wait for a response. Listen to any instructions that the student may give. Be aware that students may have service animals accompanying them. Students often make use of assistive devices and technology which render them very independent.

Allow the student with the mobility impairment to set the pace when walking or talking.

Assistive Devices

A wheelchair should be viewed as a personal assistive device rather than something one is "confined to". It is also part of the individual's personal space; do not lean on, touch, or push the chair unless asked to do so. Students with mobility impairments may also make use of crutches, canes, carts, or walkers.

Persons with mobility impairments may prefer to sit near the classroom entrance to avoid additional walking or the difficulty of moving through crowded aisles.

Students' wheelchairs or carts will need adequate floor space so they can park without blocking the flow of traffic. Some students walk short distances and may prefer to get out of their wheelchair or cart and use regular desks or tables that comfortably accommodate them. Using a wheelchair or other mobility aid only part of the time does not mean that a person does not have a disability. Students who normally use a mobility aid other than a wheelchair may use a wheelchair in the incident of weather conditions or medical flare-ups.

Classes taught in laboratory settings usually require some modification of the work stations for wheelchair users. The amount of under-counter space, working reach, and aisle space are concerns. Discuss appropriate alterations with the student, the Academic Facilities Office, and **Student Disability Services**.

If the class involves field trips, make sure that the selected site and mode of transportation is accessible to ensure that students with mobility impairments can participate in and benefit from the experience.

Typical disabilities that restrict mobility functioning are cerebral palsy, spinal cord injuries, degenerative diseases such as multiple sclerosis or muscular dystrophy, and post-polio syndrome.

Accommodations that may be reasonable for student with mobility impairments include:

- Note-Taking Services – Instructors are to locate two in-class note-takers for the course; one to serve as the primary note taker and the other to serve in the primary note-taker's absence. Note

takers must have a minimum 2.8 GPA. NCR carbonless paper pads should be used by the note takers and are available through the Student Disability Services Disability Support Program office. In order to locate the two note takers, instructors should make an anonymous appeal for note-taking services. Guidelines for doing so are included in the *Note taking Memo* that accompanied this letter of accommodation.

- Additional time on work done in class and on tests, unless speed is the essential element being tested. The amount of additional time will be determined on an individual basis according to student's documentation. Unlimited time on exams is not a reasonable accommodation.
- Allowance of assistive devices such as tape recorders for class notes, lap top computers, etc.
- Most elevators and lifts on campus are not key-locked. Keys to the elevator in the Business Administration Building may be obtained from the Business Administration Building Room 100.
- Other reasonable accommodations as determined on an individual basis.

The following is a list of strategies that may be especially helpful in the facilitation of student learning and in working effectively with students with mobility impairments. These strategies are merely suggestions; they are not required by law as are reasonable accommodations.

Lecture

- Outline the day's lecture on the chalkboard, on an overhead, or in a handout.
- Provide periodic summaries during lectures to emphasize key points.

Course/Classroom Organization

- If possible move a desk or rearrange seating at a table so that the student is a part of the regular classroom seating.
- Make arrangements early for field trips to ensure they are fully accessible.
- Make sure accommodations are in place for in-class assignments; allow student to use a scribe, assistive computer technology, or to complete the assignment outside of class.
- Be flexible with deadlines; assignments that require library work or access to sites off-campus will consume more time for a student with mobility impairment.

Suggested Reading Material

<http://www.abilitymagazine.com>

PSYCHOLOGICAL DISABILITIES

A psychological disability is an invisible disability that may affect people of all ages. Psychological disabilities cover a wide range of disorders such as anxiety disorders, bi-polar disorders, major depression, obsessive/compulsive disorders, post-traumatic stress disorders and schizophrenia. The National Institute of Mental Health reports that one in five Americans has some form of diagnosable and treatable mental illness. That means that between 20 and 40 million people may experience the symptoms of a mental illness in any given six month period of time. The majority of psychological disabilities are controlled using a combination of medications and psychotherapy. Students with psychological disabilities should be held to the same behavioral expectations as any other student.

While psychological disabilities are not usually intellectual in nature, medications may negatively impact cognitive abilities such as memory. If the student self-discloses to the instructor, it may be appropriate to discuss the problems and side-effects of medications.

Students with psychological disabilities often become socially isolated, develop a low self-esteem, and struggle with the disclosure of their disability for fear of being stigmatized. For these reasons, it may be difficult for them to discuss their condition.

Some of the functional limitations that may exist with a psychological disability include:

Feelings of Anxiety or Fear	Depressed Mood	Feelings of Worthlessness
Time Perception & Planning	Short term Memory Problems	Irritability
Concentration Problems	Impulsiveness	Fatigue or Loss of Energy

Reasonable accommodations that may be appropriate for students with psychological disabilities include:

- Note-Taking Services – Instructors are to locate two in-class note-takers for the course; one to serve as the primary note taker and the other to serve in the primary note-taker’s absence. Note takers must have a minimum 2.8 GPA. NCR carbonless paper pads should be used by the note takers and are available through Student Disability Services. In order to locate the two note takers, instructors should make an anonymous appeal for note-taking services. Guidelines for doing so are included in the *Note taking Memo* that accompanied this letter of accommodation.
- Additional time on work done in class and on tests, unless speed is the essential element being tested. The amount of additional time will be determined on an individual basis according to student’s documentation. Unlimited time on exams is not a reasonable accommodation.
- Alternative test location which provides a quiet environment that reduces distractions.
- Notification to the instructor(s) in the Letter of Accommodation regarding the specific challenges the psychological disability may pose to the student.
- Other reasonable accommodations as decided on an individual basis.

The following is a list of strategies that may be especially helpful in the facilitation of student learning and in working effectively with students with psychological disabilities. These strategies are merely suggestions; they are not required by law as are reasonable accommodations.

Lecture

- Outline the day's lecture on the chalkboard, on an overhead, or in a handout.
- Provide periodic summaries during lectures to emphasize key points.

Exams

- Provide sample exams and/or study guides to aid in test preparation.
- Minimize distractions and interruptions during the exam.
- Make test instructions clear and concise; provide these instructions in written and oral form if at all possible.

Course/Classroom Organization

- Give immediate and honest feedback when behavior is inappropriate. Suggest acceptable behavior. Set clear boundaries and goals with the student.
- Clearly define course requirements, the dates of exams, and assignment due dates. Provide advance notice of any changes in dates or assignments.

Suggested Reading Material

<http://www.mentalhealth.com>

VISUAL IMPAIRMENTS

Visual impairments vary widely from student to student. Visual impairments include disorders in the sense of vision that affect central vision acuity, the field of vision, color perception, and/or binocular visual function. While many people believe that visual impairments or blindness mean that an individual has no vision at all, this is not true. The American Medical Association has defined legal blindness as visual acuity not exceeding 20/200 in the stronger eye (with correction), or a limit in the field of vision that is less than a 20 degree angle (tunnel vision). As visual impairment may differ from student to student, so may the reasonable academic accommodations. Legal blindness and other visual impairments may be caused by a wide variety of conditions including, but not limited to, cataracts, diabetes, glaucoma, and myopia. Students with visual impairments may use a white cane or guide dog as a mobility aid, or may require no assistance of this kind, depending upon the nature of the visual impairment.

Academic accommodations that may be reasonable for students with visual impairments may include:

- Note-Taking Services – Instructors are to locate two in-class note-takers for the course; one to serve as the primary note taker and the other to serve in the primary note-taker’s absence. Note takers must have a minimum 2.8 GPA. NCR carbonless paper pads should be used by the note takers and are available through Student Disability Services. In order to locate the two note takers, instructors should make an anonymous appeal for note-taking services. Guidelines for doing so are included in the *Note taking Memo* that accompanied this letter of accommodation.
- Additional time on work done in class and on tests, unless speed is the essential element being tested. The amount of additional time will be determined on an individual basis according to student’s documentation. Unlimited time on exams is not a reasonable accommodation.
- Test reader
- Test scribe.
- Allowance of assistive devices such as a tape recorder for class notes.
- Written materials such as overheads or handouts may need to be read aloud or put into an accessible format (enlarged, put on disk, etc.).
- Other reasonable accommodations as determined on an individual basis.

The following is a list of strategies that may be especially helpful in the facilitation of student learning and in working effectively with students with visual impairments/blindness. These strategies are merely suggestions; they are not required by law as are reasonable accommodations.

Lecture

- Materials that are presented on the board or on overheads should be read aloud. It can be especially helpful to provide students with a copy of transparencies that are used in class.
- Provide periodic summaries during lectures to emphasize key points.

- Emphasize important points, main ideas, and key concepts orally during the lecture.

Course/Classroom Organization

- Have the syllabus and a list of required reading prepared and available six to eight weeks prior to the first day of class to aid in the student's arrangements for textbooks on tape as well as other services.
- Provide a convenient seating location for students who use guide dogs. It is always best to consult with the student regarding how they want this and other issues involving their guide dog addressed.
- Make arrangements early for field trips to ensure that accommodations will be in place on the given day (i.e. transportation and site accessibility).
- Passageways to the doors and the aisles should be kept clear. Notify the visually impaired student in advance of any changes to the classroom environment. If this is not possible, please make an effort to meet the student at the door to advise them of the changes.
- When appropriate, a sighted volunteer from the class should be approached to work with the student with a visual impairment for in-class assignments (such as peer editing of writing assignments).

Suggested Reading Material

American Foundation for the Blind: <http://www.aft.org/aft>

Speech and Language Disabilities

Speech and language disabilities may result from hearing loss, cerebral palsy, learning disabilities, and/or physical conditions. There may be a range of difficulties from problems with articulation or voice strength to complete absence of voice. Included are difficulties in projection, fluency problems, such as stuttering and stammering, and in articulating particular words or terms. Speech and language disorders refer to problems in communication and related areas such as oral motor function. These delays and disorders range from simple sound substitutions to the inability to understand or use language or use the oral-motor mechanism for functional speech and feeding. Some causes of speech and language disorders include hearing loss, neurological disorders, brain injury, mental retardation, drug abuse, physical impairments such as cleft lip or palate, and vocal abuse or misuse. Frequently, however, the cause is unknown.

Accommodations that may be reasonable for students with speech and language disabilities include:

- Note-Taking Services – Instructors are to locate two in-class note-takers for the course; one to serve as the primary note taker and the other to serve in the primary note-taker's absence. Note takers must have a minimum 2.8 GPA. NCR carbonless paper pads should be used by the note takers and are available through Student Disability Services. In order to locate the two note takers, instructors should make an anonymous appeal for note-taking services. Guidelines for doing so are included in the *Note taking Memo* that accompanied this letter of accommodation.
- Priority seating to allow the student to sit in a section of the classroom which minimizes distractions and facilitates lip reading.
- Sign language interpreting services
- Allowance of devices such as assistive listening devices.
- Other reasonable accommodations, services, and aides as determined on an individual basis may also be provided.

Lectures

- Speak slowly during a lecture to aid in lip reading, sign language interpreting, etc.
- Demonstrate or explain information in more than one way if possible (utilize visuals, outlines, overheads, demonstrations, hands-on learning activities, etc.)
- Break information into small steps when teaching new tasks or information.
- Allow time for question and answers to clarify directions and essential information.
- Keep instructions brief, break them down into steps, and make the directions available in written format.
- Try to obtain closed-captioned copies of audio-visual materials whenever possible. If the

Exams

- When writing the exam(s), use language that is straight-forward and direct whenever possible. Also keep in mind that students who use sign language interpreters may have received lecture information in a translated format. They may not easily recognize phrases that are taken verbatim from the lecture, but are not presented in a written format anywhere.

Course/Classroom Organization

- Clearly define course requirements, the dates of exams, and assignment due dates. Provide advance notice of any changes in dates or assignments. When canceling a class let students know in advance so that they can cancel their interpreter services ahead of time.

Suggested Reading Material

Brice, A. (2001). *Children with communication disorders* (ERIC Digest #E617).
Arlington, VA: ERIC Clearinghouse on Disabilities and Gifted Education.

WEBSITES THAT PROVIDE MORE INFORMATION

Texas Tech Disabled Student Support Program:

<http://www.ttu.edu/studentaffairs>

Association on Higher Education and Disability (AHEAD):

<http://www.ahead.org>

Alliance for Technology Access:

<http://www.ataccess.org>

American Foundation for the Blind:

<http://www.aft.org/aft>

Attention Deficit Disorder:

<http://www.chadd.org>

Disability and Culture:

<http://disability.com/links.html>

Disability News

<http://www.disabilitynews.com>

HEATH Resource Center

<http://www.acenet.edu/Programs/Heath/home.html>

Learning Disabilities Association of America:

<http://www.best.com/~Idanat1>

Metacognition:

<http://www.brainwiring.com/>

National Institute on Life Planning for Persons with Disabilities:

<http://www.sonic.net/nlpl/>

FREQUENTLY ASKED QUESTIONS

- 1. How is extra time justified for students with learning disabilities?** Other students could improve test scores if they were allowed additional time as well.
 - Various factors account for the need for extra time on tests for students with learning disabilities. These include: a) speed of processing; b) visual perceptual deficits; c) difficulty with mechanics of syntax, spelling and punctuation; and d) reading comprehension deficits. Research (at UC Berkeley, 1991 and the University of Toronto, 1993) on the effects of extended time on exams has shown dramatic improvements for students with learning disabilities, but only marginal improvement for students without learning disabilities. Rather than providing an unfair advantage in the class, extended time for exams allows these students to demonstrate their level of mastery of the course objectives, rather than reflecting the deficits innate to their learning disabilities. In other words, it 'levels the playing field.'
- 2. Should I refer a student to the Student Disability Services Disability Support Program?**
 - Faculty members are encouraged to refer students to the **Student Disability Services Disability Support Program** who have disclosed that they have a disability.
- 3. How do I verify the eligibility of a student who simply tells me that he or she is disabled and requires accommodations?**
 - On the Texas Tech University campus the **Student Disability Services Disability Support Program** is regarded as the authority to verify disabilities and determine whether a student qualifies for academic accommodations. All students eligible for accommodations have presented the necessary documentation and been verified by the DSSP staff.
- 4. How are accommodations determined for a student with a disability?**
 - Reasonable accommodations are determined on an individual basis after considering the specific disability and documentation of functional limitations in accordance with the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973. See the Association on Higher Education and Disability (AHEAD) at www.ahead.org for more information regarding documentation guidelines. Accommodations are designed to provide an equal educational opportunity not to give the student a competitive edge.
- 5. Do I have the right to know the nature of a student's disability?**
 - The information regarding a student's disability should be shared only when there is a compelling reason for disclosure. The U. S. Department of Justice has indicated that a faculty member generally does not have a need to know this information, only that it has been appropriately verified by the office assigned this responsibility on behalf of the institution. Students may submit their verification to the Student Disability Services Disability Support Program without disclosing to their instructors the specific nature of their disability. Upon a student's request for accommodations, the university and the instructor are required by law to appropriately accommodate the student in a timely manner. While students are not required to share their specific disability information, students are encouraged to discuss their specific needs with their instructors.

6. What is a disability?

An individual with a disability is defined as any person who:

- "has a physical or mental impairment which substantially limits one or more major life activities (including walking, seeing, hearing, speaking, breathing, learning, working, caring for oneself, or performing manual tasks),
- has a record of such an impairment, or
- is regarded as having such an impairment."

7. What is meant by "is regarded as having such an impairment" in the definition of disability?

For example, a person with a facial disfigurement may not have an impairment which substantially limits one or more major life activities, but others may regard him or her as having one due to how he or she appears.

8. Isn't "disability" and "handicap" the same thing?

A "**disability**" is a condition caused by accident, trauma, genetics or disease that may limit a person's mobility, hearing, vision, speech, or mental function. A person may have more than one disability.

A "**handicap**" is a physical or attitudinal constraint imposed upon a person; for example, stairs, narrow doorways, and curbs are handicaps imposed upon people with disabilities who use wheelchairs.

9. What is a reasonable accommodation?

A reasonable accommodation is a modification or adjustment to a course, program, service, job, activity, or facility that enables a qualified individual with a disability to have an equal opportunity to attain the same level of performance or to enjoy equal benefits and privileges as are available to an individual without a disability. Some common academic accommodations include extended time on tests, use of peer note takers, use of computer with spell check, and provision of sign language interpreters.

10. How does a person become eligible to receive accommodations?

To become eligible, a person must have a documented disability and inform the University that he or she is requesting accommodations based on that disability.

A student must:

1. Contact Student Disability Services.
2. Provide the office with documentation of the disability from a qualified professional, and
3. Consult with a Counseling Specialist to determine appropriate accommodations.

11. Who determines the accommodation?

Counseling Specialists determine the accommodations using:

- documentation of the disability from qualified professionals provided by the student,
- information gathered from an intake process, and
- information from history of the disability.

The determination of reasonable accommodations considers the following:

- classroom or physical barriers
- the array of accommodations that might remove the barriers;
- whether or not the person has access to the course, program, service, job, activity, or facility without accommodations; and
- whether essential elements of the course, program, service, job, activity, or facility are not compromised by the accommodations.

12. Won't providing accommodations on examinations give an unfair advantage to a student with a disability?

"Accommodations don't make things easier, just possible; in the same way eyeglasses do not improve the strength of the eyes, they just make it possible for the individual to see better. Accommodations are interventions that allow the learner to indicate what they know. Without the accommodations, the learner may not be able to overcome certain barriers."
(Samuels, M. 1992 - Asking the Right Questions. The Learning Center, Calgary)

Accommodations are designed to lessen the effects of the disability and are required to provide fair and accurate testing to measure knowledge or expertise in the subject. Careful consideration must be given to requests for accommodations when the test is measuring a skill, particularly if that skill is an essential function or requirement of passing the course, such as typing at a certain speed or turning a patient for an x-ray. In such cases, please contact a Counseling Specialist for guidance.

The purpose of academic accommodations is to adjust for the effect of the student's disability, not to dilute academic requirements. The evaluation and assigning of grades should have the same standards for all students, including students with disabilities.

For many test takers, the most common accommodation is extended time. In specific circumstances, students may also require the use of readers and/or scribes, a modification of test format, the administration of examinations orally, or an alternative time for testing. For out-of-class assignments, the extension of deadlines may be justified, especially if the student is relying heavily on support services (readers for term papers, etc.).

13. What do I do when a student discloses a disability?

Ask for the Letter of Accommodation from the student; this letter describes the accommodations that faculty are legally mandated to provide. During an office hour or at another convenient time, discuss the letter and the accommodations with the student. Students **MUST** present a letter from Student Disability Services to receive accommodations. If the student does not have a letter, he or she should be referred to the appropriate Counseling Specialist at Student Disability Services to request services. The Counseling Specialists will determine the appropriate accommodations after reviewing documentation of the disability provided by the student.

14. What if a student doesn't tell me about a disability until late in the semester?

Students have a responsibility to give instructors and Student Disability Services adequate time to arrange accommodations. Counseling Specialists encourage students to identify early in the semester. Instructors can help by announcing in class and in the syllabus an invitation for students to identify themselves early in the semester: **"Any student who may need an accommodation due to a disability, please make an appointment to see me during my office hours. A letter from Student Disability Services authorizing your accommodations will be needed."**

Once a student has identified to the instructor and requests disability-related accommodations authorized by Student Disability Services, the University has a legal responsibility to make reasonable attempts to accommodate the need, even late in the semester. There is no responsibility to provide accommodations prior to identification; for example, allowing the student to re-take exams with extended time.

15. Can I review the student’s documentation of the disability?

Student Disability Services is the office designated to receive and interpret documentation of the disability. Counseling Specialists certify eligibility for services and determine accommodations. Disability information is confidential and students are not required to disclose this information to instructors.

16. What if I suspect that a student has a disability?

Talk with the student about your concerns regarding his or her performance. If the concern seems disability-related, ask if he or she has ever received assistance for a disability. If it seems appropriate, refer the student to Student Disability Services to apply for services. Whether to self-identify to Student Disability Services is the decision of the student; however, to receive accommodations, disclosure to Student Disability Services with proper documentation is required.

If the student has never been evaluated for a learning disability and/or Attention Deficit Disorder/Attention Deficit Hyperactivity Disorder, Student Disability Services will provide a list of local resources where the student may be screened or tested. Some of the resources offer a sliding fee schedule.

17. What if a student with a disability is failing?

Treat the student as you would any student who is not performing well in your class. Invite the student to your office hour to discuss reasons for the failing performance and what resources the student may use to improve. Encourage the student to see a Counseling Specialist to discuss some additional strategies to improve his or her grades. Contact the Counseling Specialist who initialed the Instructor’s Letter to discuss any additional concerns.

18. What if a student with a disability is often absent?

Talk with the student to discuss your concerns that absences are affecting class performance. Remind him or her of your policy on class absences. Determine with the student whether the missed work can be made up and make arrangements with the student to do so. Refer the student to Student Disability Services if too much class work has been missed.

19. What is a note taker?

A note taker is usually another student in class who agrees to provide copies of lecture notes taken during class. The note taker may make copies of notes at Student Disability Services or use carbonless note taker paper available at no charge from Student Disability Services.

20. How can I assist a student with getting notes?

The Letter of Accommodation will document the need for note takers. Students who cannot take notes or have difficulty taking notes adequately due to the effects of their disability can be accommodated in a number of ways including: allowing them to tape record lectures, assisting them in obtaining an in-class volunteer note taker, and providing them with an outline of lecture materials and copies of overhead transparencies.

21. What should I do if a student who is deaf or hard of hearing shows up in my class without an interpreter?

In the unlikely event that a student shows up for the first day of class without an interpreter, the student should be referred to Student Disability Services. Student Disability Services will then attempt to schedule an interpreter or work with the student to rearrange his or her schedule into classes where an interpreter is already provided.

22. Who is responsible for requesting an interpreter?

Students requiring an interpreter for class must make the request to Student Disability Services at the appropriate office. For outside class requirements, such as field trips or other assigned activities, as well as office hours, students should request the interpreter from Student Disability Services at least two weeks ahead of time or more, depending on the event. Student Disability Services cannot guarantee an interpreter when requests are made less than two weeks before the event.

23. Do I need to alter my teaching style with an interpreter present?

Interpreters are professionals who facilitate communication between hearing individuals and people who are deaf or hard of hearing. The role of the interpreter is similar to that of a foreign language translator: to bridge the communication gap between two parties.

Some adaptations in presentation style may be helpful when using a sign language interpreter. The interpreter will let you know if you need to slow down your rate of speaking or if they need you to repeat any information. A desk copy of the book is especially helpful for the interpreter when the class is using examples or doing exercises from the text. Please realize that if students are looking at the interpreter, they cannot be reading a book, writing, or taking notes; a pause for the students to finish their task may be required before continuing the lecture.

24. What can I expect if there is an interpreter in my classroom?

- Interpreters are bound by the code of ethics developed by the National Registry of Interpreters for the Deaf, which specifies that interpreters are to serve as communication intermediaries who are not otherwise involved.
- When an interpreter is present, speak directly to the deaf or hard of hearing person rather than to the interpreter, and avoid using phrases such as "tell him" or "ask her."
- Speak normally, noting that there may be a lag time between the spoken message and the interpretation.
- When referring to objects or written information, allow time for the translation to take place. Replace terms such as "here" and "there" with more specific terms, such as "on the second line" and "in the left corner."
- In a conference room or class environment, the deaf student and interpreter will work out seating arrangements, with the interpreter usually located near the speaker.

- Inform the interpreter in advance if there is an audiovisual element in a presentation, so arrangements can be made for lighting and positioning.
- In sessions that extend longer than one hour, the interpreter may require a short break to maintain proficiency in interpreting.

25. What should I do if my class needs to evacuate the building due to an emergency?

Students should let you know at the beginning of the semester if they will need assistance during an emergency.

- Students who are blind or have low vision may need a "buddy" to assist them exit the building.
- Some students with head injuries or psychiatric disabilities may become confused or disoriented during an emergency and may also need a "buddy."
- Students who use wheelchairs should NOT use the elevator but should wait for Security to safely assist them to exit the building. Security has the schedules of students who will need emergency evacuation. To prevent injuries, instructors or other untrained personnel should NOT attempt to evacuate a student who uses a wheelchair. **Please wait for trained emergency personnel.**

26. What if a student has a seizure in my classroom?

Student Disability Services encourages students with seizure disorders to inform their instructors about what should be done if a seizure occurs during class time. Some students request that Security be called immediately; others request action as listed below.

Seizures happen when there is a sudden electrical discharge in the brain. Each individual has a unique reaction. A seizure can result in a relatively slight reaction, such as a short lapse in attention, or a more severe reaction known as a grand mal, which involves convulsions. Seizure disorders are generally controlled by medication, so the possibility of a seizure in the classroom is rare. If one does occur, the following actions are suggested:

- Keep calm. Ease the student to the floor and open the collar of the shirt. You cannot stop a seizure. Let it run its course and do not try to revive the student.
- Remove hard, sharp, or hot objects that may injure the student, but do not interfere with his or her movements.
- Do not force anything between the student's teeth.
- Turn the student's head to one side for release of saliva. Place something soft under the head.
- Make sure that breathing is unobstructed, but do not be concerned if breathing is irregular.
- When the student regains consciousness, let him or her rest as long as desired.
- To help orient the student to time and space, suggest where he or she is and what happened.
- Speak reassuringly to the student, especially as the seizure ends. The student may be agitated or confused for several minutes afterward.
- Don't leave the student alone until he or she is clearheaded. Ask whether you can call a friend or relative to help him or her get home.
- If the seizure lasts beyond a few minutes, or if the student seems to pass from one seizure to another without regaining consciousness, contact the campus Safety and Security office. This rarely happens, but when it does, it should be treated immediately.

TIPS TO FACILITATE STUDENT LEARNING

Many teaching strategies that assist students with disabilities are known to benefit non-disabled students as well. Instruction that is provided in a multi-modal approach will reach more students than instruction using one method. The following are teaching strategies that will benefit students in the academic setting.

REQUIRED TEXT

- select a text with a study guide or one which has study features built into each chapter

ON THE SYLLABI

- include a statement that encourages students to inform faculty members of their special needs as soon as possible to ensure that those needs are met in a timely manner
- make a verbal announcement, and state this information for students who may not be able to read print syllabi
- in the statement please include the following information: Please contact Student Disability Services at 806-742-2405 or Room 335 West Hall to discuss reasonable and appropriate accommodations.

BEFORE THE LECTURE

- write key terms or an outline on the board, or prepare a lecture handout or overhead
- create study guides
- assign advance readings before the topic is due in the class session
- give students questions that they should be able to answer by the end of each lecture
- present written information in an audible form as well as a written form (Be sure to provide all written course materials to non-print readers in an accessible format and in a timely manner, i.e., at the same time everyone else gets these materials).

DURING THE LECTURE

- briefly review previous lecture
- use visual aids such as overheads, diagrams, charts, graphs
- provide visual aids in alternative formats for non-visual learners in the class
- allow the use of tape recorders
- emphasize important points, main ideas, key concepts
- face the class when speaking
- explain technical language and terminology
- speak distinctly and at a relaxed rate, pausing to allow students time for note-taking
- leave time periodically for questions and provide feedback to students

REFERENCES

Selected resources consulted in the preparation of this guide:

Americans with Disabilities Act. (1990), P.L. 101-336, 42 U.S.C. 12101 et seq.

AHEAD

Association on Higher Education and Disability
Boston, MA
(617) 287-3880

College Students with Disabilities/A Handbook for Faculty and Staff

California State University, Fullerton
P.O. Box 6830
Fullerton, CA 92834-6830, (714) 278-3117

Disability Services and Programs Brochure

University of Southern California Center for Academic Support and Disability Services
Janet Eddy, Director
Student Union Room 301
Los Angeles, CA 90089-0896, (213) 740-0776

HEATH Resource Center

Section 504, The Law and Its Impact on Postsecondary Education
American Council of Education
One Dupont Circle, Suite 800
Washington, DC 20036-1193, (800) 544-3284

Jacksonville State University/A Faculty Guide

Mr. Daniel Miller, Director
700 Pelham Road North
Jacksonville, Alabama 36265, (256) 782-5093

Kincaid, J.M. (1996, February). What should I do if. . . [Disability Compliance for Higher Education, 1,4.](#)

Teaching Students with Disabilities/ A Faculty Handbook

The Ohio State University Office for Disability Services
150 Pomerene Hall
Columbus, Ohio 43210-1297, (614) 292-3307

APPENDIX I: TERMINOLOGY

1. **Chronic Illness and Medical Disabilities:** Brain injury may occur in many ways. Traumatic brain injury typically results from accidents; however, insufficient oxygen, stroke, poisoning, or infection may also cause brain injury. Brain injury is one of the fastest growing types of disabilities, especially in the age range of 15 to 28 years. Other disabilities include conditions affecting one or more of the body's systems. These include respiratory, immunological, neurological, and circulatory systems.

Examples:

Cancer	Chronic Fatigue Syndrome
Chemical Dependency	Epilepsy/Seizure Disorder
Fibromyalgia	Lupus Erythmatosis
Multiple Sclerosis	Chemical Dependency
Diabetes	Epstein Barr virus
HIV + AIDS	Multiple Chemical Sensitivity
Renal Disease	

2. **Attention Deficit Disorder ADD and Attention Deficit Hyperactivity Disorder: ADHD** are neurological conditions affecting both learning and behavior. They result from chronic disturbances in the areas of the brain that regulate attention, impulse control, and the executive functions, which control cognitive tasks, motor activity, and social interactions. Hyperactivity may or may not be present. Treatable, but not curable, ADD and/or ADHD affects three to six percent of the population.
3. **Deaf and Hard of Hearing:** Students who are deaf or hard of hearing require different accommodations depending on several factors, including the degree of hearing loss, the age of onset, and the type of language or communication system they use. They may use a variety of communication methods, including lip reading, cued speech, signed English and/or American Sign Language.
4. **Learning Disabilities:** Learning disabilities are neurologically based and may interfere with the acquisition and use of listening, speaking, reading, writing, reasoning, or mathematical skills. They affect the manner in which individuals with average or above average intellectual abilities process and/or express information. A learning disability may be characterized by a marked discrepancy between intellectual potential and academic achievement resulting from difficulties with processing information. The effects may change depending upon the learning demands and environments and may manifest in a single academic area or impact performance across a variety of subject areas and disciplines.
5. **Mobility:** A variety of physical disabilities result from congenital conditions, accidents, or progressive neuromuscular diseases. These disabilities may include conditions such as spinal cord injury (paraplegia or quadriplegia), cerebral palsy, spina bifida, amputation, muscular dystrophy, cardiac conditions, cystic fibrosis, paralysis, polio/post polio, and stroke.

6. **Psychological Disabilities:** Psychiatric disabilities refer to a wide range of behavioral and/or psychological problems characterized by anxiety, mood swings, depression, and/or a compromised assessment of reality. These behaviors persist over time; they are not in response to a particular event. Although many individuals with psychiatric disabilities are stabilized using medications and/or psychotherapy, their behavior and affect may still cycle.
7. The following terms are used in an educational context to describe students with visual disabilities:
 - "Totally blind" students learn via Braille or other nonvisual media.
 - "Legally blind" indicates that a student has less than 20/200 vision in the more functional eye or a very limited field of vision (20 degrees at its widest point).
 - "Low vision" refers to a severe vision loss in distance and near vision. Students use a combination of vision and other senses to learn, and they may require adaptations in lighting or the print size, and, in some cases, Braille.

