

THE UNIVERSITY OF VIRGINIA'S

COLLEGE AT WISE

FACULTY GUIDE

FOR

ACCOMMODATING

STUDENTS WITH

DISABILITIES

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Preface

This book is designed to provide basic information and guidelines for The University of Virginia's College at Wise faculty and staff who at one time or another may be faced with the challenge of providing access for students with disabilities.

The book includes general information, such as:

- ✓ The Law: The Americans with Disabilities Act (ADA) and The Vocational Rehabilitation Act of 1973, Section 504.
- ✓ Definitions for various disabling conditions
- ✓ Functional limitations stemming from the most common disabilities
- ✓ Suggestions for effective communication
- ✓ Practical approaches (by specific disability) that can be used in teaching and evaluating students
- ✓ College and community resources to determine and provide appropriate academic accommodations.

It is our hope that you will find the information contained in this handbook useful as well as insightful and that it will serve to improve the quality of services delivered to the College's students with disabilities.

Letter from the Chancellor

To Faculty, Staff and Students:

The University of Virginia's College at Wise complies with both the spirit and application of the law in serving its individuals with disabilities. The College is committed to accommodating its academic programs, related academic support services, and facilities, and at the same time works to ensure that employment opportunities are not denied to such persons.

The College has made significant strides in meeting the requirements of section 504 of the Federal Rehabilitation Act of 1973 through construction designed to increase physical accessibility across the campus. Our efforts to improve physical accessibility will continue with vigor in the years to come. The master plan and capital outlay projects will continue to emphasize access issues.

I urge anyone who has questions concerning access and related issues to contact Narda Porter, the College's ADA Coordinator.

As a member of the College community, please join the effort to make our programs, facilities and services accessible to all those we serve.

Sincerely,

David Prior
Chancellor

The University of Virginia's College at Wise

Philosophy

The University of Virginia's College at Wise is committed to making higher education available to all persons with a disability. The program promotes equal access to education by fostering an institutional climate supportive of the success of students with disabilities.

Our goal is to facilitate institutional and community effort so that every student has the opportunity to succeed.

The Law

The need for equal access to education on college campuses was mandated by the passage of the Rehabilitation Act of 1973. Section 504 states that reasonable adjustments in post-secondary programs must be made in order for persons with disabilities to fulfill academic requirements. In 1990, the Americans with Disabilities Act (ADA) was passed, extending equal protection to persons with disabilities in the private sector, public institutions, employment, communications and public accommodations.

1973 Vocational Rehabilitation Act Section 504

Colleges and universities nationwide have been protecting the rights of students with disabilities since the 1973 Vocational Rehabilitation Act, specifically Section 504, which states:

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

In Section 504 of the Rehabilitation Act of 1973, a “disabled person” is defined 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, or is regarded as having such an impairment.” Major life activities are functions such as, “caring for one’s self, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning and working.”

Federal regulations which became effective on June 3, 1977 prohibit discrimination on the basis of disability. Therefore, all institutions that receive federal assistance must modify their programs so that any person with a disability who qualifies to enter the institution be given opportunities equal to those opportunities that other students receive.

A portion of Section 504 focuses specifically on postsecondary education stating that in order for persons with disabilities to fulfill academic requirements, reasonable adjustments in the programs must be made. Reasonable accommodation in higher education refers to an “otherwise qualified” disabled student’s ability to fulfill course requirements in the classroom with faculty and staff providing equal access to learning.

Americans with Disabilities Act (ADA)

Unlike Section 504 of the Rehabilitation Act, the ADA applies to employers, public services, public accommodations, communication providers and transportation providers, regardless of whether they receive or benefit from federal funding.

The ADA defines a person with a disability as a person who:

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

The ADA provides coverage in five different areas:

- Employment
- Public services/transportation
- Public accommodation/transportation
- Telecommunications
- Miscellaneous

Procedure for Requesting Accommodations

The responsibility for identification of a disability rests with the student. Information regarding access to services is provided to every new incoming student during orientation. Students may also be referred through area agencies that serve the disabled population. Identification/referral should be made directly to the College's designated ADA Coordinator, Narda Porter.

Once identified, the student provides documentation of the disability to determine eligibility under Section 504. Documentation may be from physicians, state or local agencies or other licensed professionals. Graduating seniors from Virginia high schools may submit their current Individualized Education Plan (IEP) or their 504 Plans as a supplement to their documentation.

The ADA Coordinator requests a conference with each student. The conference is used to identify the type of accommodations the student requires. Documentation of the meeting becomes a part of the student's record maintained in the Disability Support office.

Once there is agreement on the accommodations needed, the student is asked to sign a release so that professors who will be asked for class specific accommodations can be contacted. This does not release information on the disability. That information remains in a confidential file.

Accommodation letters with a checklist of academic adjustments are given to each professor via the student. Faculty are asked to sign it and a copy is then returned to Disability Support to be placed in the student's file.

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An individual student conference is repeated at the beginning of each semester in which the student is enrolled. The Coordinator serves as the liaison for the student to resolve problems related to access and/or accommodation as they occur and to ensure that each student is provided equal access to the academic programs at the College.

Documentation Guidelines

Documentation Guidelines: Learning Disabilities

Students requesting services from the Office of the ADA Coordinator at The University of Virginia's College at Wise are required to submit documentation to determine eligibility in accordance with Section 504 of the Rehabilitation Act of 1973, as amended, and the Americans with Disabilities Act. The following guidelines are provided in the interest of assuring that documentation is complete and accurate. The ADA Coordinator reserves the right to determine eligibility and appropriate services based on the quality, recency, and completeness of the documentation submitted. All documentation is confidential and will be maintained by the ADA Coordinator.

Guidelines:

1. A psycho-educational or neuropsychological evaluation that provides a diagnosis of a specific learning disability must be submitted. A statement indicating the current (eleventh/twelfth grade) status and impact of the learning disability in an academic setting should be included. If another diagnosis is applicable (e.g., ADD/HD, mood disorder), it should be stated.

2. The evaluation must be performed by a professional who is certified/licensed in the area of learning disabilities. The evaluator's name, title, and professional credentials and affiliation should be provided.

3. *The evaluation should be based on a comprehensive assessment battery:*
 - **Aptitude:** Average broad cognitive functioning must be demonstrated on an individually administered intelligence test, administered during high school tenure, such as the WAIS-R, WAIS-III, WISC-R, WISC-III, or WJ-R Cognitive Battery. Subscales/subtests scores should be listed.

 - **Academic Achievement:** A comprehensive academic achievement battery, such as WJ-R, must document achievement deficits relative to potential. The battery should include current levels of academic functioning in relevant areas, such as reading (comprehension, decoding), oral and written language, and mathematics. Standard scores, grade levels, and percentages for subtests administered should be stated.

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- **Information Processing:** Specific areas of information processing (e.g., short- and long term memory, auditory, and visual perception/processing, executive functioning) should be assessed.
- **Social-Emotional Assessment:** To rule-out a primary emotional basis for learning difficulties and provide information needed to establish appropriate services, a social-emotional assessment, using formal assessment instruments and/or clinical interview, should be conducted.
- **Clinical Summary:** A diagnostic summary should present a diagnosis of a specific learning disability; provide impressions of the testing situation; interpret the testing data; indicate how patterns in cognitive ability, achievement, and information processing reflect the specific learning disability; recommend specific accommodations based on disability-related deficits; and rule out alternative explanations for and include factors contributing to academic difficulties.

4. For students just graduating high school, an evaluation reflecting current levels of academic skills should have been administered during their high school tenure; for students who have been out of school for a number of years, documentation will be considered on a case by case basis. Students may be required to submit up-dated information and/or documentation.

5. Additional documents that do not constitute sufficient documentation, but that may be submitted in addition to a psychological, psycho-educational, or neuropsychological evaluation are: an individualized educational plan (IEP), a 504 Plan, and/or an educational assessment

Documentation Guidelines: Physical and Sensory Disabilities

Students requesting services from the Office of the ADA Coordinator at The University of Virginia's College at Wise are required to submit documentation to determine eligibility in accordance with Section 504 of the Rehabilitation Act of 1973, as amended, and the Americans with Disabilities Act. The following guidelines are provided in the interest of assuring that documentation is complete and accurate. The Office of the ADA Coordinator reserves the right to determine eligibility and appropriate services based on the quality, recency, and completeness of the documentation submitted. All documentation is confidential and will be maintained by the ADA Coordinator.

Guidelines:

1. Documentation must include a medical diagnosis.
2. The diagnosis and evaluation should be made by a medical doctor or appropriate specialist licensed in the specific field of disability. The evaluator's name, title, and professional credentials and affiliations should be provided.
3. *The documentation should include the following:*

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- The stability of the disability (Is the disability stable, progressive, fluctuating?);
 - Information regarding the specific academic functions affected by and the severity of the disability (e.g., ability to concentrate, ability to attend class regularly);
 - Recommendations for academic accommodations based on specific features/symptoms of the disability (e.g., adaptive technology/equipment).
4. The recency of the documentation is dependent on the nature/stability of the disability.
 5. Documentation must reflect the current array of symptoms/features and level of functioning; if the documentation does not, students may be required to submit up-dated information and/or documentation.

Documentation Guidelines: Psychiatric Disabilities

Students requesting services from the Office of the ADA Coordinator at The University of Virginia's College at Wise are required to submit documentation to determine eligibility in accordance with Section 504 of the Rehabilitation Act of 1973, as amended, and the Americans with Disabilities Act. The following guidelines are provided in the interest of assuring that documentation is complete and accurate. The ADA Coordinator reserves the right to determine eligibility and appropriate services based on the quality, recency, and completeness of the documentation submitted. All documentation is confidential and will be maintained by the ADA Coordinator.

Guidelines:

1. Documentation must include a medical or clinical diagnosis of a psychiatric disability based on DSM-IV criteria and a rationale for the diagnosis.
2. The evaluation must be performed by an appropriate professional: a psychiatrist, a clinical psychologist, or a clinical social worker. The evaluator's name, title, and professional credentials and affiliation should be provided.
3. *The documentation should include the following:*
 - Information regarding the severity of the disability and the specific academic functions affected by the disability and/or medication (e.g., ability to concentrate, ability to attend class regularly, ability to interact in small/large groups);
 - Recommendations for and compliance to prescriptive treatment, including medication;
 - Recommendations for academic accommodations based on specific features/symptoms of disability.

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4. Documentation must reflect the current array of symptoms/features and level of functioning; if the documentation does not, students may be required to submit up-dated information and/or documentation.

Documentation Guidelines: Cognitive Disabilities

Students requesting services from the Office of the ADA Coordinator at The University of Virginia's College at Wise are required to submit documentation to determine eligibility in accordance with Section 504 of the Rehabilitation Act of 1973, as amended, and the Americans with Disabilities Act. The following guidelines are provided in the interest of assuring that documentation is complete and accurate. The ADA Coordinator reserves the right to determine eligibility and appropriate services based on the quality, recency, and completeness of the documentation submitted. All documentation is confidential and will be maintained by the ADA Coordinator.

Guidelines:

1. A psycho-educational evaluation that provides a diagnosis of a cognitive disability must be submitted. A statement indicating the current status and impact of the disability in an academic setting should be included. If another diagnosis is applicable (e.g., ADD/HD), mood disorder), it should be stated.

2. The evaluation must be performed by a certified/licensed professional. The evaluator's name, title, and professional credentials and affiliation should be provided.

3. *The evaluation should be based on a comprehensive assessment battery:*
 - **Aptitude:** Average broad cognitive functioning must be demonstrated on an individually administered intelligence test, such as the WAIS-R, WAIS-III, WISC-R, WISC-III, or WJ-R Cognitive Battery. Subscales/subtests scores should be listed.
 - **Academic Achievement:** A comprehensive academic achievement battery, such as WJ-R, must document achievement deficits relative to potential. The battery should include current levels of academic functioning in relevant areas, such as reading (comprehension, decoding), oral and written language, and mathematics. Standard scores, grade levels, and percentages for subtests administered should be stated.
 - **Information Processing:** Specific areas of information processing (e.g., short- and long-term memory, abstract reasoning) should be assessed.
 - **Social-Emotional Assessment:** To provide information needed to establish appropriate services, a social-emotional assessment, using formal assessment instruments and/or clinical interview, should be conducted.
 - **Clinical Summary:** A diagnostic summary should present a diagnosis of a cognitive disability; provide impressions of the testing situation; interpret the testing data; indicate

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how patterns in cognitive ability, achievement, and information processing reflect the disability; and recommend specific accommodations based on disability-related deficits.

4. For students just graduating high school, an evaluation reflecting current levels of academic skill should have been administered during their high school tenure; for students who have been out of school for a number of years, documentation will be considered on a case-by-case basis. Students may be required to submit up-dated information and/or documentation.

5. Additional documents that do not constitute sufficient documentation, but that may be submitted in addition to a psychological or psycho-educational evaluation are: an Individualized Educational Plan (IEP), a 504 Plan, and/or an educational assessment.

Documentation Guidelines: ADHD

Students requesting services from the Office of the ADA Coordinator at The University of Virginia's College at Wise are required to submit documentation to determine eligibility in accordance with Section 504 of the Rehabilitation Act of 1973, as amended, and the Americans with Disabilities Act. The following guidelines are provided in the interest of assuring that documentation is complete and accurate. The ADA Coordinator reserves the right to determine eligibility and appropriate services based on the quality, recency, and completeness of the documentation submitted. All documentation is confidential and will be maintained by the ADA Coordinator.

Guidelines:

1. Documentation must include a medical or clinical diagnosis of ADHD based on DSM-IV criteria and a rationale for the diagnosis. A psycho-educational or neuropsychological evaluation that provides a specific diagnosis must be submitted. A statement indicating the current status and impact of the disability in an academic setting should be included
2. The evaluation must be performed by a professional who is certified/licensed in the area of learning disabilities. The evaluator's name, title, and professional credentials and affiliation should be provided.
3. The evaluation must be performed by an appropriate professional, a medical doctor or a clinical psychologist, who is knowledgeable regarding ADHD. The evaluator's name, title, and professional credentials and affiliation should be provided.
4. The documentation should include the following:
 - Quantitative and qualitative information that supports the diagnosis;
 - Summary and interpretation of assessment instruments (formal assessment instruments and/or clinical interview);

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- Information regarding the specific academic functions affected by and the severity of the disability (e.g., ability to sustain attention, distraction index);
 - Recommendations for and compliance to prescriptive treatment, including medication;
 - Recommendations for academic accommodations based on specific features/symptoms of disability;
 - Investigation/evaluation of dual and/or confounding diagnosis (e.g., mood, behavioral, neurological, learning, personality disorders).
5. Documentation must reflect the current (within the past year) array of symptoms/features and level of functioning; if the documentation does not, students may be required to submit up-dated information and/or documentation.

Neither a 504 Plan nor an Individualized Educational Plan (IEP) constitute sufficient documentation but may be submitted along with a medical or clinical evaluation.

Shared Responsibilities

Students with disabilities at The University of Virginia's College at Wise are expected to take an assertive role in communicating with faculty and staff members about their need for reasonable accommodation. The groundwork is laid for establishing a good partnership when faculty members make the initial overture during the first class sessions to encourage students with disabilities to make an appointment to discuss their needs.

- Faculty members should include the following statement in the course syllabus and repeat it during the first class meeting: **"If you need course adaptations or academic adjustments because of a disability, if you have emergency medical information to share with me, or if you need special arrangements in case the building must be evacuated, please make an appointment to talk with me as soon as possible. My office location and hours are..."** A student may provide the instructor with an accommodation letter (see Appendix). If the faculty member wishes to confirm the legitimacy of the request for accommodation, the ADA Coordinator can be contacted for verification.
- Once students disclose their academic needs to the instructor via the letter indicated above, the faculty member works with those students on an individual basis to meet their needs. Rather than simply refusing to make a requested academic adjustment, if agreement is not reached on an appropriate accommodation, the faculty member should contact the ADA Coordinator (Narda Porter, 0177) for assistance. If a student does not present a letter from the ADA Coordinator and does not have a visible disability, the faculty member should refer the student to the Office of ADA Coordinator (Zehmer Hall, Office 152) prior to making any accommodation.

Specific Responsibilities

DISABILITY SERVICES:

- Verify disability documentation and assess reasonable educational accommodation.
- Provide accommodation letter.
- Advise faculty and staff on providing accommodations.
- Provide confidential academic and personal advisement.
- Assist students in developing self-advocacy skills.
- Provide referrals to community agencies.
- Provide workshops for students and faculty.
- Facilitate service provision.

STUDENT:

- Identify yourself to the ADA Coordinator as a student with a disability.
- Provide current disability documentation that meets College guidelines.
- Schedule a conference to discuss needs.
- Self-advocate with your instructors.

FACULTY:

- Include a statement in your syllabus encouraging students who need accommodations to schedule a conference with you to discuss these issues privately.

Any student with a documented disability needing academic adjustments should contact the ADA Coordinator, (Zehmer Hall 152, 328-0177) as early in the semester as possible. All discussions will remain confidential. Please visit <http://www.uvawise.edu/ada> for additional information.

- Refer students who may have a disability to the ADA Coordinator.
- Facilitate student requests for reasonable accommodation.

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- Contact the ADA Coordinator if assistance is needed with alternative teaching or learning strategies or with understanding the student's accommodation needs.
- Contact the ADA Coordinator for information regarding auxiliary services such as taped texts, large print, Braille materials, etc. Several weeks prior notice is required to arrange many of these services.
- Disability Services requires at least five days advance notice to arrange for proctoring tests or scribe service.

Equally Effective Communications

This requirement of the ADA states that public colleges must provide communications to persons with disabilities which are equally effective as those provided to individuals without disabilities.

- The College is required to provide materials in alternative formats. Students with visual impairments, for example, may ask that written handout material be provided in such formats as audio cassettes, large print books or computer diskettes.
- Faculty must provide the alternative format as quickly as possible once a request is made. (example: tests, quizzes or syllabus in large print format.)
- Assistance in providing materials in alternative formats can be obtained from the Office of ADA Coordinator.
- The College must provide sign language interpreters for special events upon requests. The University of Virginia's College at Wise must provide written notice in brochures and advertisements that the College is compliant with the ADA and accommodates requests for interpreters. A phone number for requests must be included.

Grievance Procedure

1. Contact the ADA Coordinator and arrange a meeting where the complaint can be discussed and in which reasonable effective accommodations can be explored. (If at any time during the grievance process, the student requires an accommodation to participate in the grievance procedures, the student must communicate that need to the College ADA Coordinator.) If the student is not satisfied with this the results of this meeting, he or she can then proceed to option #2.

2. A written complaint must be received by the ADA Resolution Committee, One College Avenue, Wise, VA 24293 within thirty days from the time the student knew or could reasonably be expected to have known of the action that is the subject of the complaint. A written complaint must include information regarding the action being complained of and the date it occurred, the grounds upon which the appeal is based, and the relief requested. At a minimum, the

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investigation should include an interview with the complainant, a review of any relevant written materials, and an effort to obtain information from relevant individuals (i.e. interviews or written statements or documents).

3. The ADA Resolution Committee should complete its review and notify the student of the outcome of the complaint within thirty days of the date it was received. All time frames referred to in this procedure refer to calendar days. Summer recesses and breaks are not included within these time frames.

Further grievance externally is available through the Director of Constituent Affairs, Office of the Governor, State Capitol, Richmond, VA 23212, telephone (804) 786-2211 or (804) 371-8015 (voice/TDD) as well as the Office of Civil Rights and the federal court system.

Examples of Accommodations, Auxiliary Aids and Services

Reasonable accommodations are legally mandated services which modify or adjust a course, program, service, job, activity or facility that enables a qualified student with a disability to have an equal opportunity. Accommodations are provided in the form of adjustments necessary to enable an individual with a disability to complete a task in an alternative way. For example, substituting a taped test for a written one; using an interpreter for a hearing impaired student, or using an adjustable table instead of a desk. Documentation of a disability must be provided before any kind of accommodations or counseling services may be obtained.

- **Interpreters:** translate spoken English to signed English or ASL. They may attend college classes/special events with deaf/hearing impaired student.
- **Notetakers:** volunteers or paid staff who will take notes for a student as a supplement to his/her own notes.
- **Reader/Scribe:** available to read or scribe exams. Other tools, such as tape recorders, spell checkers, calculators and magnifiers can also be used.
- **Extended Time:** will be provided when appropriate on exams and quizzes (extended time equates to time and one-half).
- **Test Proctoring:** staff who are available for those students who need special arrangements.
- **Print Alternatives:** upon request, an identified student may need print text and materials reformatted to tape, large print or Braille.

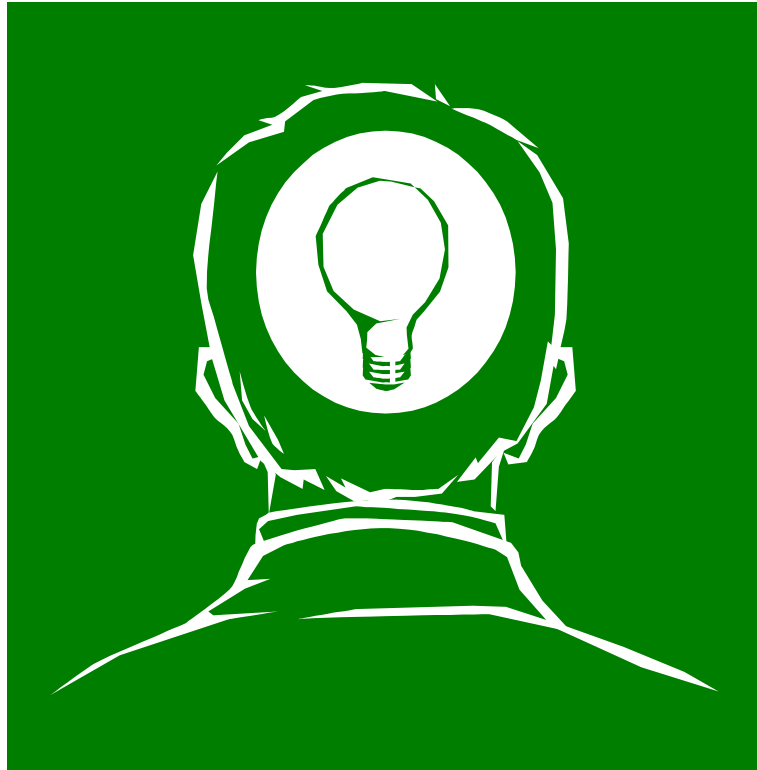
Other Services Provided Include – But Are Not Limited To:

- Priority registration (scheduled for qualified students to allow sufficient time to coordinate educational accommodations).
- Referral for disability and psychological testing.
- Liaison with outside agencies, such as the Department of Vocational Rehabilitation, Department of Rehabilitative Services, etc.
- Accessible parking permits (arranged through the Campus Police).
- Assistance with financial aid.
- Academic advising and course scheduling.
- Support groups.
- Resources for faculty such as in-service workshops and multimedia instructional support materials.

Offices and Phone Numbers

Faculty and staff may contact the following offices and numbers to receive more information on how to assist students with disabilities.

Narda Porter	ADA Coordinator	Zehmer Rm. 152	328-0177
	Counselor, SSS		TTY 328-0265
Sheila Combs	Registrar	Smiddy Hall	328-0116
Whitney Wells	Academic Coordinator	Zehmer Rm. 153	328-0177



What is a Learning Disability?

A learning disability is a permanent neurological disorder that affects the ability to process, organize, remember, retrieve or express information. The incoming or outgoing information may become diverted or delayed. A diagnosis of learning disability is not synonymous with mental retardation or developmental disability. Conversely, a diagnosis of learning disability is tantamount to an average or higher IQ. As many as 20 percent of the population may have mild to severe learning disabilities.

What are the Effects of a Learning Disability?

- Basic functions, such as memory, nonverbal reasoning, oral expression, coordination, listening comprehension, organization of thoughts and concepts, time management, sustaining attention, social skills, retrieving information and written or verbal language may be impaired.
- Academic areas of reading, writing, spelling, math, reasoning and communications may be affected.
- Students may also exhibit a variety of behaviors, such as inattentiveness and restlessness, or may seem disorganized, forgetful, confused or self-conscious.

Facts Concerning Learning Disabilities

- **A learning disability does not go away.**
- **A learning disability does not indicate a lack of intelligence.** The learning capacity is intact; only the means by which information is processed is different. In order to fit the diagnostic criterion for a learning disability, an average to very high level of measured intelligence must be documented.
- **A learning disability is not the result of laziness or lack of motivation on a student's part.**
- **A learning disability does not prevent learning;** however, students require accommodations to learn by traditional teaching strategies.
- **A learning disability does not usually affect all areas.** Students may be strong in math but weaker in reading and written language or may express ideas well in class but are unable to respond well on exams or in other written formats.
- **Learning disabilities are so individualized that any generalization about specific signs or symptoms is of limited value.** Each student will be better able to describe how he/she functions in relation to his/her learning disability.

Common Learning Disabilities

It is important to remember that a student may exhibit one or more of the following disabilities in varying degrees:

Dyslexia	Severe difficulty with reading.
Dyscalculia	Severe difficulty with math.
Dysgraphia	Severe difficulty with written expression.
Dysphasia	Severe difficulty with speaking or understanding language.
Figure-Ground Perception	Severe difficulty identifying an object from a background of competing objects.
Visual Discrimination	Severe difficulty differentiating between objects.
Spatial Perception	Severe difficulty in seeing objects in the correct order.
Auditory Figure-Ground Perception	Severe difficulty hearing one sound against a background of noises.
Auditory Sequencing	Severe difficulty hearing sounds in the correct order.
Apraxia	Severe difficulty making purposeful motor movements.

Indications of a Possible Learning Disability

Students may have a learning disability if any of the following are displayed:

- Working very hard in class and thinking they know the material, but not performing well on exams.
- Exhibiting poor time management skills and lack of organization.
- Repeating classes, withdrawing from or taking an incomplete in many courses.
- Demonstrating a high level of test anxiety during exams; finding the test questions unclear; requiring additional time to complete the test; or indicating that a type of test (essay, multiple choice, etc.) has always been hard for them.
- Receiving poorer grades even though the student has spent more time studying than his/her classmates.

Classroom Accommodations & Techniques that Work

- Encourage the student to make an appointment with you during office hours. Ask the student about the specific accommodations he/she requires as he/she can describe best how he/she functions in relation to the disability: accommodations may include (but are not limited to) extended time for tests/quizzes or assignments, notetakers, tape recording lectures, oral versus written exams, calculators, and books on tape. Accommodations specific to each student will be provided in writing (Faculty Accommodation Notice) by the ADA Coordinator. Faculty have **no** responsibility to provide accommodations that are not authorized by the ADA Coordinator.
- When lecturing, provide appropriate written and verbal descriptions to accompany any visual aids, diagrams, films or videos used in class. Outline class lectures and write key words or points on the chalkboard while reading these materials verbally.
- Break down difficult concepts into parts or steps.
- Paraphrase abstract concepts and illustrate them with concrete examples, personal experiences and visual aids.
- Give assignments in both verbal and written formats.
- Suggest notetakers
- Include a time for questions and answers.
- Give students a clear syllabus listing tests and assignments with due dates noted.
- Provide students with a course syllabus and required book lists prior to the start of the semester.
- Create alternative assignments.
- Give students study questions for exams that demonstrate the format as well as the content of the test and an explanation of what constitutes a good answer and why.
- Review failed exams with students.
- Utilize Academic Support Services staff and facilities to administer tests. Discuss testing arrangements early in the semester.
- Allow use of dictionary, spell checker, thesaurus or word processor for writing assignments and calculator for math tests.

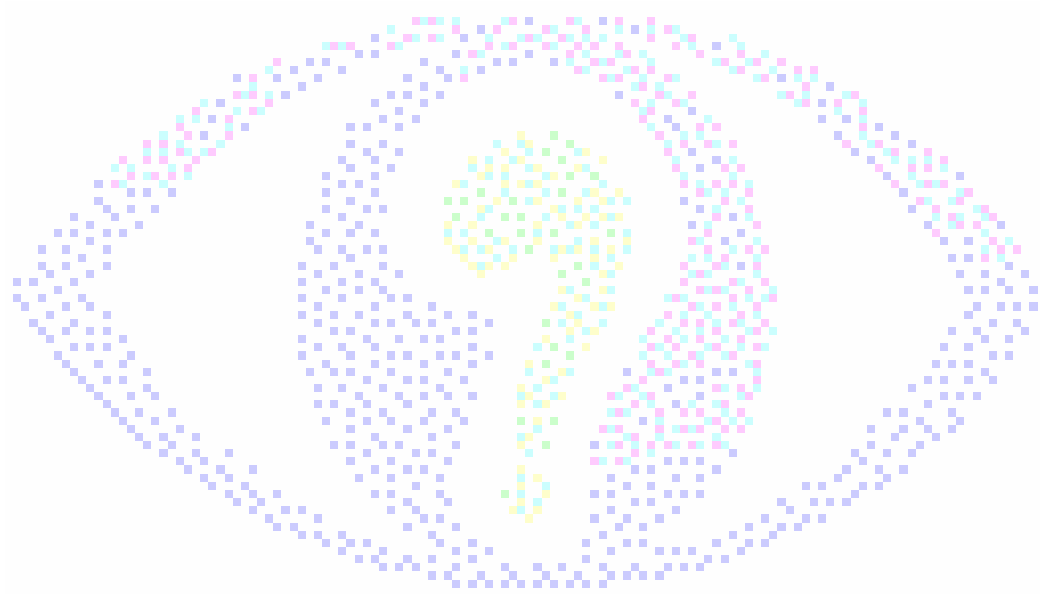
Test Adaptation and Administration (as appropriate)

- Provide large print tests
- Allow extended time for test-taking
- Provide alternative setting
- Allow the use of SSS staff to proctor tests
- Allow the use of adaptive equipment.
- Explain difficult concepts fully.
- Allow use of a calculator for math tests.
- Review failed exams with students.
- Utilize SSS staff and facilities to administer tests. Discuss testing arrangements early in the semester.

Tips for Positive Communication

- Stress good study habits and time management.
- Provide timely feedback to the student.

Many of the strategies that benefit students with learning disabilities are helpful for other students as well. **If you suspect that a student in your class has a learning disability, the ADA Coordinator has a list of doctors and diagnostic agencies and can refer students for testing.** The student must provide documentation of the learning disability before he/she can qualify for accommodations. Contact the ADA Coordinator if it is felt that an unreasonable request has been made.



Visual Impairments

Visual impairments can result from a variety of causes including the following: congenital conditions, injury, eye disease, brain trauma, or as the result of other conditions such as diabetes or multiple sclerosis. A person is considered legally blind if his corrected vision does not exceed 20/200, which means seeing at twenty feet what others see as 200 feet, or having peripheral fields (side vision) of no more than 20 degrees in diameter or 10 degrees radius. A person is considered visually impaired when corrected vision is less than 20/70.

Most visually impaired students use a combination of adaptations for class participation and learning needs, including readers, Braille, CCTV's overhead projectors, cassette tape recorders, taped books for the blind, voice-synthesizing computers and optical character scanning devices. It is the responsibility of the faculty member to accommodate the blind student and the reader. Assistance can be provided through the Office of the ADA Coordinator and SSS.

Classroom Accommodations & Techniques that Work

- Provide course information as far in advance as possible, so that students can arrange to have materials recorded or transcribed into Braille or obtain textbooks on tape. It takes six to eight weeks to get taped textbooks. Disability Services will obtain a list of textbooks to be used.
- Arrange to have exams, handouts, etc., enlarged to accommodate students who are visually impaired.
- Allow visually impaired student to tape record lectures.
- To assist students with reading your comments, use black felt-tip pen when making corrections/remarks on papers.
- Provide appropriate verbal descriptions to accompany any visual aids, diagrams, films or videos used in class.
- Face the class when speaking; remember that body language and gestures cannot be seen. Written information on the blackboard needs to be verbalized. Technical terms need to be spelled and verbally defined.
- Since the student cannot see visual cues, he/she needs to be seated in a position to receive verbal cues. Seat students with visual impairments in the front of the classroom.
- Make alternative assignments as needed.
- Allow space for adaptive equipment in the classroom. Please assist students with visual impairments in maneuvering by leaving the classroom door completely open or closed. The door can present an unexpected obstacle.
- If your class is relocated, ask someone to wait at the door of the original classroom location to guide the student to the new classroom.
- Some visually impaired students are assisted by guide dogs. Refrain from petting, feeding or talking to guide dogs. This attention distracts the animal from his duty.
- Ask a visually impaired student if he/she needs assistance before you offer help.
- When offering a seat to a visually impaired student, place the student's hand on the back or arm of the seat.
- When walking with a visually impaired student, allow him/her to take your arm just above the elbow and walk in a natural manner and pace.

Test Adaptations and Administration

Test adaptations are the responsibility of the instructors; however, the staff in Disability Services will assist you in administering tests. The students are advised to discuss testing accommodations with their instructors early in the semester. Accommodations appropriate to the individual are those recommended by a professional evaluator.

Testing accommodations may include, but are not limited to, the use of readers, scribes, word processors, large print, magnifying equipment, and tape-recorded exams.

Tests may be reproduced in Braille format at the student's request. Material to be Brailled must be sent off-campus, so it will be needed well in advance.

When appropriate, tests may be reproduced in large print. Disability Services can assist in enlarging tests to meet individual student needs. The tests can be administered in the Academic Support Services.

Tests may be given orally by the instructor if this arrangement is acceptable to both instructor and student and is consistent with the accommodations needed.

Tips for Positive Communication

- Always identify yourself, and anyone else who might be present, to students with a visual impairment. Let them know when you are leaving their presence. Provide a concrete description of the material being discussed.
- Use a normal voice level when speaking; a visually impaired student has sight problems, not hearing loss.
- Speak directly to the visually impaired student and address him/her by name.
- Do not hesitate to use words as "see" or "look"; students with visual impairments use these terms also.
- Do not hesitate to ask a student what adaptations, if any, are required in the classroom. The student is the "expert" about his/her particular needs.



Hearing Impairments

Hearing loss occurs in approximately 10 percent of all individuals within the United States. The degree of loss varies from difficulty hearing soft sounds to total deafness. Hearing loss may affect both the amplification of sounds heard as well as the clarity or discrimination of those sounds.

Students with hearing impairments vary widely in their communication skills. Age of onset plays a crucial role in the development of language. Persons with prelingual hearing loss (present at birth or occurring before the acquisition of language and the development of speech patterns) are more functionally disabled than those whose loss occurs after the development of language and speech.

Many students who are hearing impaired can lip-read; however, they are able to comprehend only approximately 35 percent of spoken English. Amplification devices, which include hearing aids, public address systems and transmitter/receiver systems, may be helpful to students who have some degree of hearing loss. Sign language, used in coordination with a trained interpreter, is the main form of communication for students who are deaf.

The Interpreter in the Classroom

Interpreter services are arranged by the ADA Coordinator. The student should be seated in a position as to be able to see both the instructor and the interpreter. Faculty are instructed to look at and speak to the student, not the interpreter. Instructors should maintain a reasonable speaking rate and spell and define unusual terms to allow the student to process the information received from the interpreter. Initial curiosity regarding the interpreter's presence in the classroom diminishes over time; therefore, any perceived distraction should not cause the instructor concern. Interpreters who are certified by the Registry of Interpreters for the Deaf subscribe to a strict code of ethics that requires confidentiality of private communications and honesty in interpretation or translation.

Classroom Accommodations & Techniques that Work

- The student with a hearing impairment should select which seating is best for him/her. If an interpreter is necessary, the student should be positioned to see both the instructor and the interpreter.
- When lecturing, avoid standing in front of a light source like a window since a glare from behind makes it difficult to read lips.
- Use visual media, such as overhead projectors, as much as possible.
- Provide a script or outline of slides, films or videotaped materials. **Captioned films for the deaf are required.**
- Maintain a relatively quiet classroom since excessive noise, such as whispering, shuffling of papers, etc., is distracting to students with hearing impairments.
- Individual amplification devices consisting of a small transmitter worn by the faculty member and a receiver worn by the student are available through the Office of ADA Coordinator.
- Provide a list of technical terminology or specialized vocabulary to both the interpreter and the student with a hearing impairment before the lecture.
- State details in writing in a handout and on the chalkboard involving class cancellations, class relocation, assignments and tests.
- Establish a system for contacting the student with a hearing impairment to provide advance notice of class cancellations and changes.

Disability Handbook

- Interpreters should be allowed five minute breaks every 50 minutes due to the physical demands of their jobs.

Test Adaptation and Administration

- Allow extended time for taking tests in a distraction-free environment.
- Use verbal test administration with the aid of an interpreter. Discuss testing arrangements early in the semester.
- Utilize SSS staff and facilities to administer tests.

Tips for Positive Communication

- Attract the attention of the student with a hearing impairment before speaking using a cue, such as a tap on the shoulder or a wave.
- Persons with hearing impairments may smile in acknowledgment to cover the fact that they have not understood information being conveyed to them. If necessary, reword sentences that are not understood.
- Face the student and keep your face within view whenever you speak. Try to avoid facing the chalkboard while talking. Always speak to the student when an interpreter is present.
- Speak clearly and naturally without exaggerating lip movements or volume.
- Chewing gum or obstructing the area around your mouth with your hands or other objects might interfere with speech reading.



Mobility and Dexterity Impairments

Individuals with mobility and dexterity impairments have difficulty with some form of movement. It is wise not to generalize with regard to specific limitations of persons with mobility impairments. Functional abilities vary widely among students with the same disability. While some disabilities are progressive in nature, such as muscular dystrophy, other disabilities are not. Limitations associated with some disabilities fluctuate with periods of remission and exacerbation, whereas others may improve with time and therapy. Many of these individuals use wheelchairs, crutches, canes, walkers, braces, and other mobility aids.

Providing Accessibility for Mobility and Dexterity Impairments

- Understand that students with mobility impairments may incur difficulties with being punctual to class; initially, they must learn routes across campus that do not present barriers (stairs, curbs, narrow walkways, heavy doors and elevators). A ten-minute break between classes poses a realistic difficulty for students who have mobility limitations. However, if a student's lateness becomes chronic, it is appropriate to discuss the situation and seek solutions that may include better planning on the part of the student.
- If a classroom or faculty office is inaccessible, the ADA Coordinator will assist in finding an accessible location.
- Aisles and doorways should be kept free of obstacles.
- Please do not remove chairs, tables or other adaptive equipment from the room once special arrangements for this equipment have been made.

Hand and Arm Dexterity Impairments

Students may have hand and arm dexterity limitations alone (carpel tunnel syndrome where the nerve in the wrist is compressed) or in conjunction with mobility limitations (spinal cord injury/quadruplegia). Hand dexterity limitations have greater impact on academic performance than mobility limitations, but again the specific limitation will depend on the type and severity of the disability.

Classroom Accommodations & Techniques that Work

- Encourage the use of notetakers and tape-recorded lectures.
- Include the use of a partner for hand and arm dexterity limitations, either another classmate or the student's aide, who can carry out the step-by-step instructions given by the student in lab exercises.
- Arrange for appropriate time for completion of class assignments.
- Allow for adequate break time so that the student can attend to such needs as stretching, medication and restroom use.
- Be certain that hallways, aisles and classroom doorways are accessible.

Disability Handbook

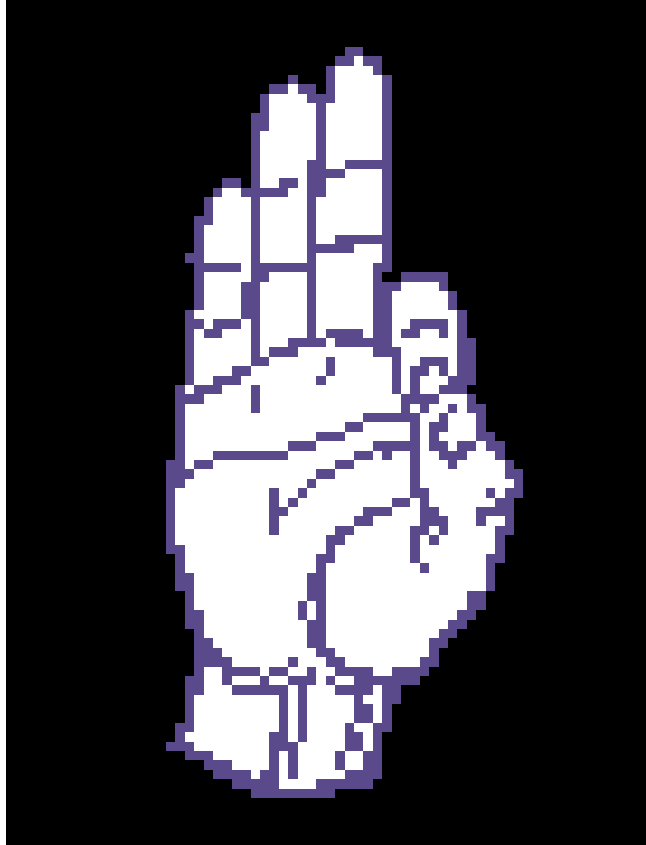
- Allow in-class written assignments to be completed with the use of a scribe or adaptive technology if necessary.
- Schedule accessible transportation and choose accessible sites when planning field trips or fieldwork. Consult with the student since he/she is usually the best source of information.

Test Adaptations and Administration

- Utilize the SSS staff to administer tests. Discuss testing arrangements early in the semester.
- Utilize a scribe to record any answers for a test that cannot be marked by the individual or permit the use of tape recorder or computer during testing. Oral testing can be administered by the instructor.

Tips for Positive Communication

- Encourage students with mobility limitations to request assistance when necessary. Do not assume that assistance is needed.
- When conversing with someone in a wheelchair, sit at the person's eye level whenever possible.
- Keep all information confidential.



Speech Impairments

Speech impairments have many causes: hearing loss, illness, injury, and congenital or psychological conditions. Speech impairments are found alone and in combination with other disabilities.

Speech impairments range from problems with articulation of voice strength to an inability to speak. Unless the impairment is recent, students with speech impairments generally have had some speech therapy. Many students with speech impairments are reluctant to participate in activities that require speaking. New situations may stimulate previous anxieties and pressure to speak is not likely to be helpful. Other methods of self-expression, such as writing, signing or drama, may be utilized.

Classroom Accommodations & Techniques that Work

Specific accommodations will need to be individually tailored because the type and degree of speech loss or impairment varies. Usually, a combination of adaptive methods is the best approach.

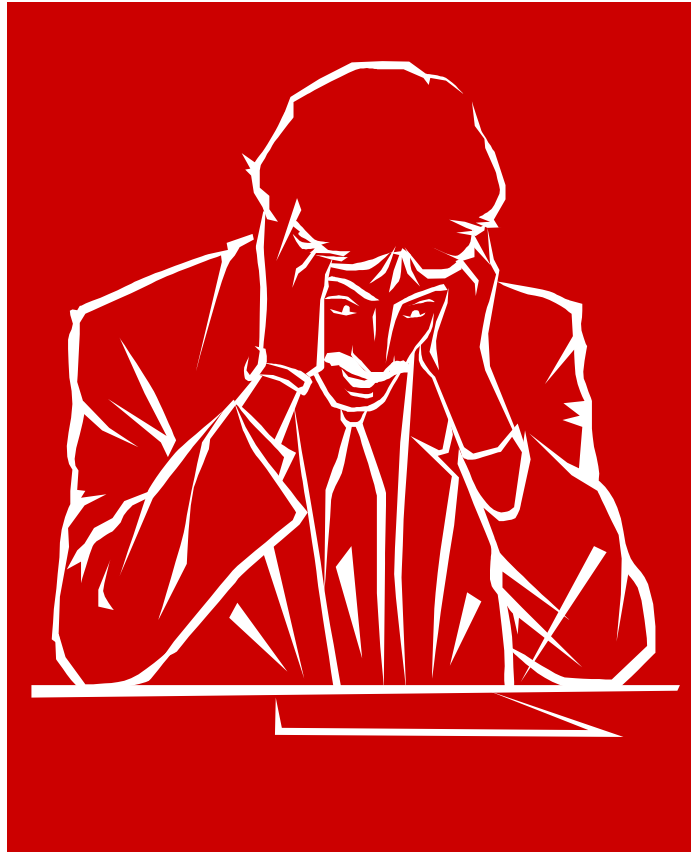
- Encourage the use of a laptop computer with LED display and printer or a laptop voice synthesized computer.
- Permit the student to write short answers on the chalkboard.
- Incorporate "hands on" and lab experiences when appropriate.

Test Adaptation and Administration

- Permit the use of special word processors.
- Permit the student to fulfill an assignment with a written rather than oral report.
- Utilize SSS staff to administer tests. Discuss testing arrangements early in the semester.

Tips for Positive Communication

- The ability to understand impaired speech improves with continued exposure and listening, as does the ability to understand a foreign accent.
- Do not provide words or complete sentences for a person who stutters or speaks with difficulty; permit the person to complete his/her own thought.
- Provide students the opportunity to participate in class discussions as much as possible, even if extra time is necessary.
- If the course requires verbal communication and the student is unable to communicate verbally, arrange for alternative methods through the use of typewriter, word processor, or sign language interpreter in class.
- Encourage participation, but do not require a student with a speech impairment to speak in front of class.



Emotional and Behavioral Impairments

Emotional/behavioral impairment is a broad term that includes psychiatric and psychological conditions. There is a growing awareness that people with emotional/behavioral impairments are entitled to the same rights as all other people in our country. However, laws against discrimination do not automatically translate into equal opportunities for all. The struggle to attain a reasonable standard of living and full participation in the community for most people with emotional/behavioral impairments has been a long, arduous and often unsuccessful one. Although advances have been made in treatment and rehabilitation, and deinstitutionalization has occurred, the services needed to integrate people fully into the community are, for the most part, not yet in place. Particularly neglected have been students seeking opportunities in the field of higher education.

Disability Handbook

One barrier to serving students with emotional/behavioral impairments is the stigma surrounding mental illness. It is an illness that can stir deep and unconscious fears in many of us.

A second barrier to serving students with psychiatric impairments may be a perceived lack of knowledge about where or how to serve these students when they return to college. The student may be viewed as disruptive, and some students, attempting to become real advocates for themselves, may not be able to judge when or where to draw the line on pushing for special accommodations.

A third attitudinal barrier is that some postsecondary administrators may believe that if the institution gains a reputation for effectively serving students with emotional/behavioral impairments on campus, they will be overrun with students with a history of mental illness or become a "dumping ground" for resource-poor mental health agencies. These attitudinal barriers need to be acknowledged. Through information and experience, they can be overcome. Reasonable accommodation by definition is a removal of barriers to participation. Institutions of postsecondary education need to provide reasonable accommodations to individuals with disabilities including modifications, substitutions, waivers of courses, or degree requirements on a case-by-case basis. Such accommodations need not be made if the institution can demonstrate that the accommodation would impose undue hardship on the operation of its program. In addition, the institution need not alter academic requirements that it can demonstrate are essential to a program of instruction. Serving large numbers of students with emotional/behavioral impairments on-site is relatively new to postsecondary campuses. There have been few precedents set in assisting persons with such conditions with accommodations.

What are Emotional/Behavioral Impairments?

- Significant patterns of behavioral and psychological signs and symptoms associated with current distress and impairment. They may affect activities of daily living, social functioning, concentration and motivation, and the ability to tolerate stress.
- Emotional/behavioral impairments include a number of different diagnoses that have different symptoms and degrees of functional impairment. Some are episodic and recurrent, while others are chronic. For those disabilities that are episodic, the associated impairment is also episodic; between episodes, individuals may function very effectively. Emotional disabilities that are chronic may vary significantly in degree of severity and impairment.
- Some psychiatric conditions can be severe enough to impair academic functioning and adaptability to college life.
- Some specific life and adjustment problems are the focus of mental health treatment. Usually outpatient therapy and temporary medication are helpful since the problems can inhibit a student from functioning as expected (e.g., ADD/ADHD/depression, anxiety, divorce, life-threatening illness, death of a loved one).

Indications That A Person May Have An Emotional/Behavioral Impairment

Students may exhibit a cluster of behaviors or symptoms that suggest difficulty in maintaining an acceptable level of academic success. Some of these include:

- Sudden changes in performance, attendance, and interactions with others.
- Difficulty in cognitive functioning, including concentration or focusing attention, memory, decision making, and problem solving.
- Difficulty in communicating clearly, orally or in writing, due to thoughts that are incoherent, jumbled or disjointed.
- Behaviors or thoughts that seem inconsistent with reality (paranoia).
- Difficulties in completing tasks within designated time periods.
- References to killing self or others.
- Appearance of no feelings or expression of feelings that seem inappropriate or overly reactive to the situation.
- Excessive nervousness or anxiousness when interacting with others, taking tests or during class presentations.
- Disruptive behavior that is characterized by hostility, aggressiveness and physically acting out.

What Can Be Helpful?

Sometimes a student who is struggling with emotional or mental problems will take the initiative to talk to a faculty or staff member. He/She may even define the specific ways in which support and encouragement can be provided without lowering or changing academic standards. Another student may request the mental health professional care provider to write a letter verifying problems and treatment, as well as the specific considerations needed by the student.

It is not uncommon for students with temporary impairment to request withdrawals, incompletes, or extensions of time in order to meet the requirements of a course, program or a degree. Some students literally need to withdraw from college until their condition stabilizes.

Classroom Accommodations & Techniques that Work

Specific student accommodations will need to be individually tailored depending on the type and degree of impairment. Usually, a combination of adaptive methods is the best approach.

- Extended time for exams with a distraction free environment.
- Beverages allowed in class due to thirst from medications.
- Provision of "Incomplete" (I) grade rather than a "Failure" (F) if relapse occurs.
- Tutoring in course materials.
- Notetaking assistance.
- Seating arrangement modifications.

Test Adaptation and Administration

- Allow extra time for test taking (usually time and one-half).
- Arrange for proctoring tests in a quiet, separate, distraction free room.
- Provide alternate test taking arrangements, if applicable.
- Utilize SSS staff and facilities to administer tests.

Tips for Positive Communication

- Faculty and staff are encouraged to contact the ADA Coordinator for aid in the provision of accommodations for students with emotional/behavioral disabilities.
- Discuss inappropriate classroom behavior with the student privately, directly and forthrightly. Delineate, if necessary, the limits of acceptable conduct.
- Promptly refer to the College's proper disciplinary channels regarding any behavior by the student that may be abusive or threatening. It is appropriate that instructors request the assistance of Campus Police to manage students who exhibit disruptive behaviors.



Attention Deficit Hyperactivity Disorder (ADHD)

These disorders are a neurobiological syndrome characterized by attention skills that are developmentally inappropriate, impulsive, and in some cases, hyperactive. This disability affects between three to five percent of the population. When left untreated, it has serious learning, social and emotional consequences. Males are about five times more likely to be diagnosed with ADD than females. ADD is the most common (psychiatric) disorder and can be accompanied by hyperactivity or not, with about fifty percent of these individuals diagnosed with hyperactivity.

Seventy to eighty percent of these individuals never fully outgrow this disorder; however, the hyperactive component may decrease over time. If left untreated, it affects a person's self-esteem, social relationships and ability to learn.

Disability Handbook

Indications that a person may have ADD or ADHD:

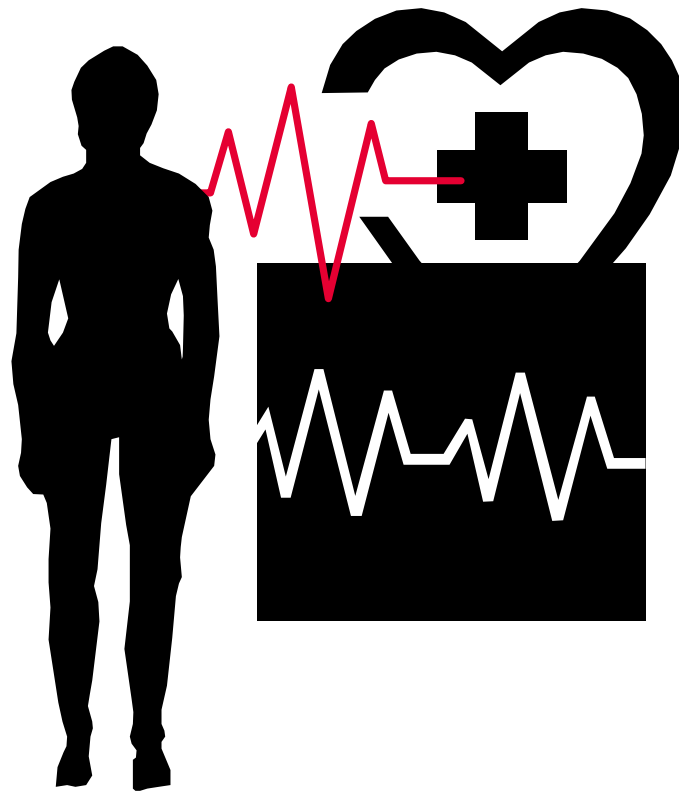
- Difficulty sustaining attention.
- Difficulty completing tasks.
- Easily overwhelmed by tasks of daily living.
- Trouble maintaining an organized work/living area.
- Inconsistent work performance.
- Lack of attention to detail.
- A tendency to be easily bored.
- Makes impulsive decisions.
- Difficulty delaying gratification, stimulation seeking.
- Restless, fidgety.
- Impatient, with a low tolerance for frustration.
- Inaccurate at self-observation, often misjudging the impact on others.

Classroom Accommodations & Techniques that Work

- Seat students in the front of the classroom, away from distractions.
- Decrease environmental distractions when possible.
- Have another student take notes.
- Allow students to tape record lectures.
- Maintain regular eye contact with student.
- Encourage active participation.
- Frequently repeat instructions.

Disability Handbook

- When lecturing, provide appropriate written and verbal descriptions to accompany any visual aids, diagrams, films or videos used in class. Outline class lectures and write key words or points on the chalkboard while reading these materials aloud.
- Break down difficult concepts into parts or steps.
- Paraphrase abstract concepts and illustrate them with concrete examples, personal experiences and visual aids.
- Give assignments in both verbal and written formats.
- Include a time for questions and answers.
- Provide students with a clear course syllabus listing tests and assignments with due dates noted and required book lists prior to the start of the semester.
- In some cases, create alternative assignments.
- Give students study questions for exams that demonstrate the format as well as the content of the test and an explanation of what constitutes a good answer and why.
- Provide large print tests, if requested.
- Allow extra time for test taking (usually time and one-half).
- Arrange for proctoring tests in a quiet, separate, distraction-free room.
- Review errors on exams with students.
- Allow use of dictionary, spell checker, thesaurus or word processor for writing assignments and calculator for math tests.



Chronic Health Disabilities

Numerous other impairments fall under the umbrella of Section 504 and the ADA but do not fit under the categories already discussed. Such disabilities as heart conditions, sickle cell anemia, hemophilia, asthma, diabetes, respiratory disorders, chemical-sensitivities, seizure disorders, cancer, kidney problems, Tourette's Syndrome, severe chronic pain, and other conditions may affect student performance in class and on tests by significantly impairing energy levels, memory, mobility, speech, vision, or muscular coordination. In some cases, the degree of impairment may be transitory. In other instances, chronic conditions may degenerate and the students' needs may require reevaluation.

The academic support services, test adaptations, special equipment and devices, and other accommodations offered to students with disabilities in the specific categories discussed earlier in this handbook are also available to students with disabilities as a result of an illness. Some students with the above disabilities may be reluctant to discuss their special needs with faculty and staff members. Please encourage them to contact the ADA Coordinator.

Classroom Accommodations & Techniques that Work

- When and where appropriate, utilize Disability Services professional staff and facilities to administer tests. Discuss testing arrangements early in the semester.
- Contact the Office of Academic Affairs concerning matters of classroom accommodations.
- Encourage the use of notetakers.
- Restructure laboratory experience to include the use of a partner for students with mobility/dexterity impairments.
- Work with students to arrange appropriate time for completion of class assignments and exams.
- Seek appropriate solutions when a student experiences difficulty arriving to class in a timely manner.
- Allow for adequate break time so that the student can attend to such physical needs as stretching, medication, and restroom use.

Tips for Positive Communication

- Variations in a student's performance caused by medication may present problems that require appropriate modifications. If a faculty or staff member has valid questions about the effect of the medications a student is taking, it is appropriate to discuss these issues with the student.
- Students with mobility limitations will ask for assistance when necessary. Do not assume that assistance is needed at all times.
- When conversing with a person who utilizes a wheelchair, sit at that person's eye level whenever possible.
- When discussing a student's disability, accommodation and adaptation needs, talk only about the needs that are relevant to the successful completion of the course work. Keep all information strictly confidential.

Emergency Intervention

If you use a wheelchair, walking aid, have a sensory loss, or difficulty reading printed directions, you are probably well aware of the barriers created by building features. While some of these barriers are normally a nuisance, they can be a life saver in case of fire. In a fire, you want to have protective walls and closed doors between yourself and the fire. In fact, a solid wood door can usually hold back a raging fire for about 15 minutes, giving you extra time to escape or arrange for help.

On the upper floors of larger buildings, there will usually be at least two protected exit stairs. The stairwell landings with doors closed are a temporary refuge from fire. You will then have the time needed to prepare yourself, and others, for the additional challenge of getting to a safer floor. If you can manage the stairs without assistance, keep in mind that a crowd of people can descend at a speed of about three or four stories each minute. You may want to go down the stairs behind such a crowd. The corners of exit stairway landings often provide adequate space for you to stand or to park your wheelchair without seriously obstructing others while you rest or wait.

If you have a hearing loss, make advance arrangements for visual alarms in buildings you use. Those with vision or print disabilities can ask for emergency information in accessible formats.

Be aware of all your evacuation and refuge options

- Locate alternate exits.
- Look for signs at elevators; they are not generally usable in case of fire.

You will also benefit from evacuation and safety planning in your home.

- Plan alternate evacuation routes in case corridors would be impassable.
- Locate equipment that may help you in an emergency
- Properly install and maintain smoke detectors.
- Talk to your fire department about improved safety.

Important Questions To Consider

- 1. Are you a person with a disability?**
- 2. Would your disability affect your safety in an emergency situation?**
- 3. Do you know the “safe places” in the building you use?**
- 4. Would you require special equipment for evacuation?**
- 5. Do you know who to contact to learn about evacuation and safety?**

If you do not know the answers to these questions, read on.

1. If you are comfortable with the idea and if it works, have some people serve as "buddies." Tell them how they can best help you in an emergency. You are the expert here.
2. If you are a person with a disability, it is your responsibility to plan ahead for emergency situations which could involve building evacuation.
3. In many emergency situations, elevators will not work, lights will go out, or telephones may not be operable.
4. For many buildings a stairwell is a “safe” area to wait until emergency personnel arrive when stairs or elevators cannot be accessed. However, in some buildings, the stairwell acts as a chimney conducting smoke and flames. (For specific information contact the appropriate office listed below.)
5. If elevators are not operating during an emergency, critical time can be saved when you have made arrangements with supervisors or faculty in the buildings or areas you occupy. Emergency personnel will need to know if you require an evacuation chair or other special equipment. This advance planning may save your life.
6. If evacuation information is not posted in areas you use or if you have any questions or concerns regarding safe evacuation, then contact one of the following or the assigned person in the building you occupy:

Emergency	Dial 911
UVa-Wise Police	328-COPS (2677)
ADA Coordinator	328-0177

Appendix

Frequently Asked Questions

Q. What is a disability?

A. 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.

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

A. 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.

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

A. 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.

Q. What is a reasonable accommodation?

A. 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 notetakers, use of computer with spellcheck, and provision of sign language interpreters.

Q. How does a student become eligible to receive accommodations?

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

Disability Handbook

A student must:

- Contact the ADA Coordinator,
- Provide documentation of the disability from a qualified professional, and
- Consult with the ADA Coordinator to determine appropriate accommodations.

Q. Who determines the accommodation?

A. The ADA Coordinator determines the accommodations using:

- documentation of the disability from qualified professionals provided by the student,
- information gathered from a diagnostic student intake process, and
- information from appropriate College personnel regarding essential standards for courses, programs, services, jobs, activities, and facilities.

The determination of reasonable accommodations considers the following:

- the barriers resulting from the interaction between the disability and the campus environment;
- the array of accommodations that might remove the barriers;
- whether or not the student has access to the course, program, service, job, activity, or facility without accommodations; and
- that essential elements of the course, program, service, job, activity, or facility are not compromised by the accommodations.

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

A. *"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 Centre. 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 the ADA Coordinator for guidance.

Disability Handbook

The purpose of such 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. *Double time is the maximum extension unless the ADA Coordinator gives prior approval.* 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.).

If testing accommodations are necessary, students are responsible for discussing the arrangements with their instructors; instructors and students should then make arrangements with Disability Services.

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

A. Ask for the Faculty Accommodation Notice from the ADA Coordinator; 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 Faculty Accommodation Notice to receive accommodations. If the student does not have a Faculty Accommodation Notice, he or she should be referred to the ADA Coordinator to provide documentation and request services. The ADA Coordinator will determine the appropriate accommodations after reviewing documentation of the disability provided by the student. Discuss any questions about recommended accommodations first with the student, then, if necessary, with the ADA Coordinator.

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

A. Students have a responsibility to give instructors and the ADA Office time to arrange accommodations. The ADA Office encourages 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 the ADA Coordinator authorizing your accommodations will be needed."*

Once a student has identified to the instructor and requests *authorized* disability-related accommodations, the College 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.

Instructors should feel free to contact the ADA Coordinator for assistance on arrangements for last-minute requests.

Q. Can I review the student's documentation of the disability?

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A. The ADA Coordinator is designated to receive and interpret documentation of the disability and certify eligibility for services and determine accommodations. Disability information is confidential and students are not required to disclose this information to instructors.

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

A. 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 office of the ADA Coordinator (Zehmer 152) to apply for services. Whether to self-identify is the decision of the student; however, to receive accommodations, disclosure 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, the DSS office will provide a list of resources where the student may be screened or tested. Some of the resources offer a sliding fee schedule.

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

A. 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 visit Disability Services to discuss some additional strategies to improve his or her grades. Contact the ADA Coordinator to discuss any additional concerns.

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

A. 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 the ADA Coordinator if too much class work has been missed.

Q. What is a notetaker?

A. A notetaker is usually another student in class who agrees to provide copies of lecture notes taken during class. The notetaker may make copies of notes in Academic Support Services.

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

A. The Faculty Accommodation Notice will document the need for notetakers. 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 notetaker, and providing them with an outline of lecture materials and copies of overhead transparencies.

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

A. In the unlikely event that a student shows up for the first day of class without an interpreter, the student should be referred to the ADA Office. The office will then attempt to schedule an interpreter.

Q. Who is responsible for requesting an interpreter?

A. Students requiring an interpreter for class must make the request to the ADA Coordinator at least three weeks before the last day of regular registration. For outside class requirements, such as field trips or other assigned activities, as well as office hours, students should request the interpreter in writing to the ADA Coordinator at least two weeks ahead of time or more, depending on the event. For a College-related event, such as a meeting, workshop, or discussion group, the sponsoring department or organizer should request an interpreter from the ADA Office. We cannot guarantee an interpreter when requests are made less than two weeks before the event.

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

A. 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.

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

A. 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."

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- 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.

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

A. 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 in exiting 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 Safety and 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.*

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

A. The ADA Coordinator 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 Safety and 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.

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- 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.

Q. As a member of The University of Virginia's College at Wise faculty, am I required to provide the accommodations listed on the Faculty Accommodation Notice?

A. **Yes.** The accommodations requested are based on professional evaluations and documentation of the specific disability. They provide each student the accommodations to which he or she is legally entitled and allow the student the opportunity to succeed in your class. The accommodations are no guarantee that a student will succeed nor are they intended to give the student with a disability an unfair advantage.

Q. Am I required to provide accommodations to every student who tells me that he has a disability based on that student's story?

A. **No.** To receive accommodation of any kind in your classroom, students need to identify themselves to the ADA Coordinator and supply appropriate documentation. The information provided will be reviewed and discussed with the student individually: only then will a request for services be initiated. Faculty **should not** provide accommodations to any students unless they have seen the ADA Coordinator first.

Q. Do I need to ask the student for documentation?

A. **No.** Information that documents a disability is as confidential as a student's medical record. If a student wants to submit documentation, he or she should present this directly to the ADA Coordinator.

Q. What if I think a student may have a learning disability, does The University of Virginia's College at Wise provide testing and for this?

A. **No.** The College does not have the resources on campus to provide a professional evaluation. There are, however, a number of qualified professionals in the area to whom students can be

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referred. In many cases the cost of this evaluation can be covered through the student's health insurance. Please refer the student to the ADA Coordinator for a current list.

Q. Must I make provisions for getting students special equipment, tape recorders, taped texts or other items needed to provide accommodation?

A. Yes and No. While it is your responsibility to accommodate students, the ADA Coordinator, works to help faculty accommodate students with disabilities. In most to cases, arrangements will be made in advance but you must help the student with the use of the equipment or other aids in your classroom.

Q. As a faculty member, are there legal findings that I should be aware of regarding students with disabilities?

A. Yes. The Association for Higher Education and Disability (AHEAD) has several publications detailing court cases which are included as part of the bibliography for this handbook. You may also access some very important court rulings via AHEAD's website at <http://www.ahead.org/>. In addition, the ADA Coordinator has additional information on these court cases. You may call and get copies regarding a specific subject. (0177)

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Resources Agencies for Information/Assistance

Learning Disabilities Association of American
4156 Library Road
Pittsburgh, PA 15234

Regional Rehabilitation Research Institute
George Washington University
603 Park Lane Building
2025 Eye Street NW
Washington, DC 20036

Association on Higher Education and Disability
P.O. Box 21192
Columbus, OH 43221-0192
(614) 488-4972

American Council of the Blind (gives scholarships)
1010 Vermont Avenue NW, Suite 110
Washington, DC 20005
(800) 424-8606

American Printing House for the Blind (books and equipment)
1839 Frankfort Avenue
Louisville, KY 40206
(502) 895-2405

Braille Circulating Library, Inc. (free lending library)
2700 Stuart Avenue
Richmond, VA 23220
(804) 359-3743

Recording for the Blind & Dyslexic
20 Roszel Road
Princeton, NJ 08540

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Internet Resources

<http://www.cns.state.va.us/vbpd/>

Virginia Board for People with Disabilities

<http://www.cns.state.va.us/vddhh/>

Virginia Department for Deaf and Hard of Hearing

<http://www.cns.state.va.us/drs/>

Department of Rehabilitative Services

<http://165.176.32.11/Disability/>

Commonwealth of Virginia -- Disability Services

http://www.cns.state.va.us/dvh/dvh_offices.htm

Department of the Visually Handicapped

<http://www.janejarrow.com/index.html>

Disability Access Information and Support

<http://www.rit.edu/~easi/>

Equal Access to Software and Information

<http://www.acenet.edu/about/programs/Access&Equity/HEATH/newsletter/home.html> National

Clearinghouse on Postsecondary Education for Individuals with Disabilities

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

Association on Higher Education and Disability

<http://www.cns.state.va.us/drvd/>

Department of Rights of Virginians with Disabilities