DSPS Mission Statement

The mission of DSPS is to assess, address, and provide reasonable accommodative service and referrals to students with disabilities, enabling them to equally access and fully participate to the best of their abilities in the curricular and related activities of the Cerritos College community.

Supporting Cerritos College’s commitment to full inclusion and effective communication, this publication is available in alternate formats upon request by calling Alternate Media Services. You may call direct (562) 860-2451, Ext. 2354 or via Video Phone (VP) 562/274-7164.
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INFORMATION FROM THE DEAN

Dear Faculty,

Teaching and serving students at Cerritos College is a “partnership” between the faculty member and student. Educational success is supported through a relationship, which both supports and provides an effective learning environment for all students.

Students with “different abilities” are most successful when issues related to access, discrimination, and learning are addressed in an honest and open forum. Student learning is the responsibility of the entire campus community.

This faculty handbook was designed to give Cerritos College faculty procedural and classroom information related to students with disabilities. Adapted educational tools/technology and teaching strategies have been recommended in addition to information concerning students’ legal rights and reasonable academic accommodations. Whether you are a seasoned instructor or this is your first semester teaching, we know that the information in this handbook will increase your confidence in working with students with disabilities.

We hope that you will find this handbook informative and useful in enhancing your teaching strategies to support a variety of student learning styles. We look forward to working with you and your students. Please contact our office if you have any questions or concerns regarding students with disabilities. Your comments and suggestions concerning this handbook are always welcome.

Lucinda Aborn, Ph.D., CRC
Dean, Disabled Student Programs and Services

DSPS CONTACT INFORMATION

Please contact us for current hours or to make an appointment.
(Call 562/860-2451, then the extension). Phone extensions are provided below.
You may find us on the web at: www.cerritos.edu/dsps/dsps-staff.html

You may call any of the campus numbers direct or via California Relay system by dialing 711 and then the person/office phone number you are trying to reach.
DSPS is located in the Liberal Arts Building
First Floor Room 130

MAIN RECEPTION SERVICES
562/860-2451, Ext. 2335

ADAPTIVE PHYSICAL EDUCATION
562/860-2451, Ext. 2335

ASSISTIVE TECHNOLOGY TRAINING
562/860-2451, Ext. 2354

TESTING ACCOMMODATIONS,
562/860-2451, Ext. 2337

VP- (VIDEO PHONE)
(562) 274-7164

In accordance with Section 508 of the Rehabilitation Act, this information is available in alternate formats by calling 562/860-2451, Ext. 2335.
Disabled Student Programs and Services (DSPS) is committed to serving students with disabilities enrolled at Cerritos College and to partnership with teaching faculty in their instructional capacity. DSPS is a reliable source of information, consultation and liaison for all classroom and campus issues related to disability.

**How Do Students Qualify?**

To qualify for services, students must have a documented disability, verified by an appropriate professional, and one or more educational limitations that preclude the student from fully participating in general instruction without an accommodation. Professional individuals that may be able to provide documentation of disabilities may include physicians, licensed therapists, audiologists, speech/language pathologists, social workers (MSW or LCSW), and school psychologists. Students should apply for admission to the college and then immediately apply for DSPS eligibility. For more information on the steps to apply, please see the DSPS web page.

**Reasonable Accommodations**

Students with educational limitations due to a verified disability may request accommodations and guidance from DSPS. Accommodations ensure students with disabilities an equal opportunity to succeed in their classes. Students must request accommodations from a DSPS Specialist. The DSPS Specialist determines the reasonable accommodations and provides the appropriate DSPS forms to support this request. Accommodations do not compromise the integrity of the course curriculum and all students should be graded according to the same expectations for demonstrating what they've learned. The Office for Civil Rights (OCR) has stated that a college is not required to lower standards or make substantial modifications to essential requirements of the course or program and does not have to make modifications which would fundamentally alter the nature of a service, program or activity. Essential requirements are substantiated within the instructor's written technical standards of the course and curriculum. The DSPS Specialist is the campus official authorized to determine a student's reasonable Accommodation.

**Student/Faculty Interaction**

Students are encouraged to speak with each of their instructors early in the semester to discuss their educational/functional limitations. Students must share the DSPS authorized accommodation form with their Instructors and initiate a dialogue regarding the DSPS authorized accommodations which are necessary to provide access to the course activities and curriculum. Students are not required to disclose their specific disability but may choose to do so if they wish. Students must inform their instructor of their need for accommodations within a reasonable time frame before quizzes, exams or finals. Appropriate testing forms and volunteer classroom note taker forms should be signed at the time of this discussion.

**Confidentiality**

All information related to a student's disability must remain confidential. If you have any questions concerning a student or disability, please contact DSPS for information at (562) 860-2451, Ext. 2335 or in person in the LA/DSPS building lobby # 130.

**Syllabus Statement**

DSPS recommends that you include a statement on your course syllabus such as:

“If you have a disability for which you are or may be requesting an accommodation, you are encouraged to contact both your instructor and the Disabled Student Programs and Services at (562) 860-2451, Ext. 2335, as early as possible in the semester.” For additional examples, please see page 11 of this handbook.

**Grievance Procedures**

Students with disabilities are protected by the same grievance policies and procedures of the college district as other students. Individuals who believe that they have been discriminated against due to a disability should contact the campus 504/ADA compliance officer in Human Resources. The Student Grievance Procedure is available in the current catalog. Faculty or students who wish to appeal an authorized academic accommodation should contact the Dean of DSPS and/or the campus 504/ADA compliance officer. The DSPS Academic Adjustment Procedure is available by contacting DSPS.
Frequently Asked Questions Regarding Students with Disabilities

1. Am I required to lower the standards of a required assignment because the student has a disability?
   No. The standards should be the same for all students; however, some students with disabilities may exhibit their knowledge, production, and other course expectations differently than their peers.

2. Are all students with disabilities registered with DSPS?
   No. It is likely that many students with disabilities have chosen not to be registered with DSPS or they may not have met the eligibility criteria for service. In either case, faculty do not need to provide these students with accommodations.

3. Is it acceptable to ask a student who is having obvious difficulties whether he/she has a disability or to refer the student to DSPS?
   No. It is not a good idea to ask directly about a possible disability. However, it is appropriate to recommend several services on campus, including DSPS, where students may seek assistance. Some students are unaware of DSPS services. You might talk privately with the student to discuss your observations, at which time the student may reveal he/she has a disability. If this is the case, refer them to talk to their DSPS Specialist.

4. Is the information regarding a student’s disability and his/her need for academic accommodations confidential?
   Yes. Privacy of student information, including that regarding students’ disabilities or accommodation needs, should generally be handled according to guidelines of the federal Family Education Rights and Privacy Act (FERPA). Personal information of this nature should only be shared with those people within the institution who have an educational need to know.

5. How do I know what is a reasonable academic accommodation?
   DSPS determines which accommodations are reasonable for each student with a disability. A student requesting accommodations should show you a copy of his/her Service Request Form (SRF), which specifies the accommodations that have been approved by DSPS faculty. If a student does not have this form, they should return to DSPS to request one.

6. Do I have any recourse if I disagree about requested accommodations?
   To clarify any disagreement about a requested accommodation, you should first contact DSPS. The DSPS faculty member will be happy to discuss your concerns to determine whether or not the approved accommodation poses a fundamental alteration of your course. If no fundamental alteration exists then the accommodation stands.

7. Do I have a right to fail a student with a disability?
   Yes. The student with a disability has the same right to fail as anyone else. Their work should be equivalent to that of their peers and grades should be an accurate indication of their work in the class. It may be a good idea to discuss your observations with the student with a disability just as you would with anyone else in your class who is experiencing difficulty.

8. When I have a student who is deaf in my class, am I required to have an interpreter or real time captionist in the class?
   Yes. You are required by law to have what is essential for the student to have equal access to an education. Required accommodations include sign language interpreters or real time captionists, and captioned video presentations. All videos must be captioned, whether or not there is a student who is deaf or hard of hearing in that particular class.
Reasonable accommodations are determined on an individual basis by the student's DSPS specialist upon review of the disability documentation and an interactive dialogue with the student. Accommodations are intended to eliminate or minimize the barriers in the educational process. Following are examples of accommodations provided to students who have disabilities:

**Note-taking Assistance**
Faculty may be requested to assist the student in recruiting a volunteer from class to take notes or the student may identify a classmate on his or her own.

**In-class Aides**
Hourly DSPS employees accompany students to classes to provide assistance so that they can fully participate in the classroom activities. This service is provided on a very limited basis, after a thorough interaction between the DSPS faculty and the student.

**Audio Recording of Lectures**
The recording of a classroom lecture must be allowed when it is authorized as an accommodation for a student with a disability.

**Test-Taking Accommodations**
Students who need disability-related accommodations with test-taking may have tests from their various courses proctored in the DSPS Testing Center. The DSPS faculty specialist makes all decisions regarding appropriate disability-related accommodations, which may include extra time, reduced distraction environment, scribes, readers, and the use of assistive technology.

**Counseling**
Academic, vocational, and personal counseling are available with a DSPS counselor. This includes course selection; prerequisite clearances; advisement on major, general education, and transfer requirements; and abbreviated, comprehensive and Financial Aid education plans, etc.

**Disability Management**
Students with disabilities may receive assistance from the DSPS faculty in the form of “active problem solving” for the purposes of addressing various issues and situations they may encounter which might create disability-related barriers to their success in the instructional programs of the College.

**Faculty Liaison**
DSPS faculty are available to you to discuss disability issues and concerns, especially related to making classroom or lab presentations and experiences accessible to students with disabilities. For more information, please see the section titled “Individual Consultation with Faculty” herein, on page 11.

**Interpreters/Real Time Captionists**
Sign language interpreters and/or real time captionists may be provided to students who are deaf or hard of hearing to translate all spoken and auditory information.

**Assistive Listening Devices**
Assistive Listening Devices (ALD) are available to students who are hard of hearing and would benefit from amplification of lectures and other auditory information. The faculty member will be asked to wear a wireless microphone, which transmits the audio and amplifies it directly into an earpiece worn by the student.

**Video Captioning**
All videos must be captioned to provide content in an accessible format at all times. It is the responsibility of the instructor to ensure all videos, including web-based videos such as those on YouTube, are captioned before using in the classroom.

**Alternative Media**
Students unable to access printed information are provided with materials in alternate format, which may include Braille, large print, e-text and captioning. Students who need text in large print or various e-text formats must request this accommodation well in advance. Instructors and DSPS staff will work together to produce alternative media to meet the course timelines.

    Faculty are encouraged to submit textbook orders as early as possible. This allows sufficient time to convert to Braille or other alternate formats.

**Illness Notification**
If a student with a disability is unable to attend a class due to a disability-related illness and cannot reach the instructor, DSPS faculty/staff will make every effort to contact the instructor. If the student is to be absent for an extended period, the faculty/staff will attempt to serve as liaison between the instructor and student (i.e. notes, assignments and exams).
High Tech Center Services
The High Tech Center is a state-of-the-art computer lab where students with verified disabilities can learn to utilize the latest adaptive hardware and software. These technologies allow students to access course materials, actively participate, work independently, increase productivity, and ultimately increase success in their regular college curriculum.

Priority Registration
Early registration appointments allow students with disabilities the opportunity to select courses according to their specific disability-related needs, such as particular times or days of the week. It also allows students the opportunity to purchase their materials and arrange accommodations in a timely manner.

Learning Disability Assessment
Students with learning difficulties may request an evaluation to determine if they are eligible for services based on the learning disability model established by the Chancellor’s Office. Students who are found eligible may request necessary accommodations.

Liaison and Referral to On- and Off-Campus Resources
The DSPS faculty regularly maintain contact with rehabilitation programs and social service agencies which provide services to individuals with disabilities.

Facilities Accommodations
Elevator Access / Speed Pass
Students who have disability-related needs for access to elevators may be issued an elevator Speed Pass on a “long-term loan” basis.

Off-Campus Accessible Transportation for Field Trips
All employed full-time/part-time faculty and staff interested in requesting the usage of an ADA-compliant wheelchair-accessible van must do so through the Facilities Department. There are a few steps which must be taken prior to being approved to drive the College’s van; please contact Facilities for details. A binder, including a complete set of instructions for the use of the van and equipment, is located in the Facilities office. Another complete copy is located inside the accessible van.

Emergency Evacuation
The College has adopted an emergency evacuation plan which includes procedures for evacuating persons with disabilities who may need assistance in an emergency. Please refer to the Emergency Operations Plan, located on the College’s Emergency Information web page, for this information.

In Case of Seizure
Faculty who have a student in their class who is experiencing a seizure should call 911 on a land line phone or (562) 402-3674 from a mobile phone. For more information on any of the above procedures, please contact Facilities or Campus Police and/or visit their web pages.

Non-DGPS Accommodations
Personal Service Attendants (PSAs)
A Personal Service Attendant is an individual employed by an outside agency to perform specific tasks for an individual with a disability. All PSAs and the specific tasks they will perform in the classroom to provide reasonable accommodation must be approved by the student’s DSPS Specialist.

Service Animals
Service animals are individually trained to effectively perform tasks for individuals with disabilities. Cerritos College complies with federal and state legal mandates and permits service animals that assist students with disabilities. Students who are accompanied by a service animal should be advised to meet with their DSPS Specialist. The DSPS Specialist will determine the appropriateness of having a service animal to provide a classroom accommodation and identify the specific tasks to be performed by the service animal.
Students, faculty, DSPS, and the institution at large all work together and share responsibility for ensuring educational access and the provision of accommodations for students with disabilities.

**Students Rights and Responsibilities**

**Students with disabilities have the right:**
- To participate voluntarily in DSPS
- To participate fully in courses, programs, or activities offered by the college
- To be evaluated based on ability, not disability
- To appeal a decision regarding accommodations through the student grievance process

**Students with disabilities have the responsibility:**
- To provide DSPS with professional documentation of their disability
- To request accommodations in a timely manner
- To follow procedures for obtaining accommodations
- To work cooperatively with DSPS and their instructors to determine how to implement accommodations
- To maintain the academic and conduct standards of the college

**Student’s Right to Confidentiality**
Confidentiality of disability and accommodation-related information is essential. All disability information that a student chooses to share with an instructor should be used only for arranging accommodations. In most cases, faculty will not be informed of the student’s actual diagnosis. Students have the right to keep this information confidential and it is not necessary for the faculty member to know the specific diagnosis. Instructors and staff must maintain a policy of strict confidentiality about the identity of the student with a disability, the nature of the disability, and the disability-related accommodations he/she requires.

An instructor must not disclose or discuss information about a student’s disability or accommodations with other persons, unless the student has authorized the disclosure. For example, it is not appropriate to announce by name that a student needs a note taker or to discuss the student’s disability in-class or in the presence of other students.

**Faculty Rights and Responsibilities**

**Faculty have the right:**
- To set academic standards
- To evaluate the student based on the standards of the class and to grade accordingly
- To appeal a decision regarding the provision of an accommodation, when doing so would pose a fundamental alteration to the course or program curriculum.

**Faculty have the responsibility:**
- To work with DSPS faculty to provide for accommodations in a timely, reasonable, and equal manner
- To adjust methods of delivery of content and instruction without fundamentally altering the program
- To provide handouts in a timely manner and in accessible formats for alternate media provisions
- To select textbooks in a timely manner so that e-text can be ordered from the publisher or converted by DSPS office, or other alternative media produced
- To respect and maintain a student’s right to confidentiality about his/her disability by not announcing or discussing the student’s disability in the presence of other students or staff;
- To contact DSPS if there is a concern about any accommodation
- To work with all campus resources including DSPS and IT to ensure that electronic and information technologies (EIT) i.e., web content, software programs, and videos, are accessible to ALL students, including those who use assistive technology

Faculty do not have the right to refuse to provide accommodations, to question whether the disability exists when accommodations have been authorized by DSPS, or to request to examine the student’s proof of disability.

DSPS is the official campus service to authorize an academic accommodation for a student with a disability.
DSPS Rights and Responsibilities

DSPS has the right:
- To request and receive current documentation that supports the need for accommodations
- To deny a request for accommodations if the documentation demonstrates that the request is not warranted or if the individual fails to provide appropriate documentation
- To suspend services if a student persistently violates DSPS policies and procedures regarding academic accommodations

DSPS has the responsibility:
- To assist faculty and staff in providing or arranging accommodations
- To hold student information confidential except where required by law
- To communicate to students, faculty, and staff the process to request accommodations
- To verify each student’s disability(ies) and authorize accommodations based on the specific barriers encountered by each student in the educational environment

Institutional Rights and Responsibilities

The institution has the right:
- To request and review documentation that supports requests for accommodation
- To hold all students to the Student Code of Conduct
- To establish college policies and procedures to ensure access for students with disabilities

The institution has the responsibility:
- To inform applicants and students with disabilities about the availability and range of accommodations
- To insure that ALL of its programs and related materials are accessible
- To communicate policies and procedures to college employees and students
- To support an atmosphere of respect and inclusion
- To adjust, substitute, or waive any requirement that has a disproportionately adverse impact on a student with a disability and is not fundamental to the student’s academic program
HOW TO REFER A STUDENT TO DSPS

Each student brings a unique set of experiences to college. A student with a disability is no exception. Like all other students, students with disabilities learn in different ways. This difference does not imply inferior capacity to learn. Students with a visible disability include those who use a cane, wheelchair or crutches. Hidden disabilities may include legal blindness, hearing loss, cardiac conditions, cancer, learning disabilities and many others. Students with disabilities are not required to use DSPS services. Students may identify themselves by contacting the DSPS office and their instructors prior to the start of the semester. Other students with disabilities may choose not to use DSPS services or disclose to their instructor they have a disability.

If you suspect a student has a disability, the following are suggestions to express your concerns and refer the student to DSPS for services. Conversations with students should be in a private location. These conversations should provide honest feedback about their performance in-class.

A general referral: Share information about resources on campus that would benefit the student and include DSPS, Student Success Center, Student Health Services, Counseling and Career Services. Example: “I want to share some information about campus services that you might find helpful.”

A student has identified their disability: If a student has disclosed they have a disability and you feel comfortable, refer them to DSPS Example: “DSPS is a service on campus which helps students with disabilities. They have many services to help all types of disabilities.”

A student may be unaware of services: There are students with disabilities who feel their disability isn’t “severe enough” to use DSPS services. DSPS serves all types of disabilities and students may request services regardless of the severity of the condition.

A student may suspect they have a disability: Students who suspect they have a disability that has never been identified may be referred to DSPS to get more information regarding services and what is needed to verify their disability.

Information pertaining to a disability is confidential and typically is only discussed with the DSPS Specialist. It is suggested you share with students that you are willing to work together as a team with DSPS to ensure they have equal access to your curriculum.

Once your student is interested in DSPS services:
• You may advise your student to go to the DSPS office located in the LA/DSPS building to initiate services
• You may accompany your student to the DSPS office
**Syllabus Statement**

DSPS recommends that each course syllabus contain a statement reflecting compliance with the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973. Ideally, faculty should provide a detailed syllabus that includes course objectives, weekly topics, classroom activities, required reading and writing assignments, and dates of tests, quizzes, and vacations; this provides valuable information to all students and allows students with disabilities to identify the accommodations they will need to request for that class as well as arrange for materials in an alternate format, if necessary. Whenever possible, provide syllabi and other course materials in an electronic format to provide direct access.

Below are sample statements faculty may use to open the lines of communication regarding necessary accommodations and encourage students with disabilities to seek assistance early in the semester:

1. If you have a documented disability and wish to discuss academic accommodations, please contact me as soon as possible.

2. If you have a disability for which you are or may be requesting an accommodation, you are encouraged to contact both your instructor and the Disabled Student Programs and Services, at (562) 860-2451 Ext. 2335, as early as possible in the term.

3. Students with disabilities are encouraged to contact their instructor during office hours to discuss their disability related needs. Use of Disabled Student Programs and Services, including testing accommodations, requires prior authorization by DSPS and compliance with approved procedures.

4. It is the college’s policy to provide, on a flexible and individualized basis, reasonable accommodations to students who have disabilities that may affect their ability to participate in course activities or to meet course requirements. Students with disabilities are encouraged to contact their instructor to discuss their individual needs for accommodations.

Faculty members are also encouraged to make textbook selections as far in advance as possible and to avoid changing the selections unless there are compelling reasons.

**Individual Consultation**

DSPS welcomes questions and partnering with classroom faculty so we can support you in your efforts to accommodate a student with a disability. Our goal is to form a partnership with other faculty on campus so we may work together as a team. There are times when a faculty or staff member may be struggling with how to assist a student in the most effective manner and discussing the issue with a DSPS faculty member could make a difference in clearing up any misconceptions. We are here to support the faculty as well as the student in the provision of accommodations. Individual consultations with DSPS faculty are most welcome and available to all Cerritos College faculty and staff on any disability-related issue. Please refer to the DSPS Faculty and Staff web page to identify the appropriate individual to confer with, either by phone, email or in-person.
**Disability Etiquette**

**ASK THE STUDENT** – While we encourage students to discuss their needs with their instructors, this is not always done. If you have questions about whether or not a student needs an accommodation, the first person to ask is the student.

**ASK BEFORE DOING** – Don’t assume people with disabilities need your help. Ask if you can be of assistance.

**BE AWARE OF YOUR LANGUAGE** – Using terms such as “students with disabilities” rather than “disabled students” puts the emphasis on the person rather than their disability.

**RELAX** – Don’t be afraid to approach a person with a disability. Don’t worry about using words like “walk” with a person using a wheelchair. As with anyone else, just treat them as you would like to be treated – with the same respect and consideration that you have for everyone else.

**SPEAK DIRECTLY TO THE STUDENT** – Don’t consider a companion or aide to be a conversation “go-between”. Even if the student has an interpreter present, speak directly to the student, not to the interpreter. Make eye contact.

**GIVE YOUR FULL ATTENTION** – Be considerate of the extra time it might take for a person with a disability to get things said or done. Don’t talk for the person who has difficulty speaking, but give help when needed. Keep your manner encouraging rather than correcting.

**SPEAK SLOWLY AND DISTINCTLY** – When talking to a person who is hard of hearing or has other difficulty understanding, speak slowly without exaggerating your lip movement. Stand facing the person and use gestures to aid communication. Many students who are deaf or hard of hearing rely on being able to read your lips. When full understanding is doubtful, write notes.

**APPRECIATE ABILITIES** – Students with disabilities, like those without disabilities, do some things well and others not as well. By focusing on what they can do, instead of what they can’t, you will help build confidence.

**SIMPLE SUPPORTS** – Although accommodating some students with disabilities may require forethought and additional effort, more often simple approaches can be applied to ensure that students have access to course content.
## Language Guide on Disability/Person First Language

<table>
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<th>Words with Dignity</th>
<th>Words to Avoid</th>
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<tbody>
<tr>
<td>Person with a disability</td>
<td>Handicapped/crippled/the disabled; physically/mentally challenged</td>
</tr>
<tr>
<td>Person who has Multiple Sclerosis or Cerebral Palsy</td>
<td>Afflicted by MS, victim of CP</td>
</tr>
<tr>
<td>Person with epilepsy or seizure disorder</td>
<td>Epileptic</td>
</tr>
<tr>
<td>Seizures</td>
<td>Epileptic fits</td>
</tr>
<tr>
<td>Person who has Muscular Dystrophy</td>
<td>Stricken by MD</td>
</tr>
<tr>
<td>Person who uses a wheelchair</td>
<td>Restricted/confined to a wheelchair; wheelchair bound (The chair enables mobility. Without the chair the person may be confined to bed.)</td>
</tr>
<tr>
<td>Person who is blind</td>
<td>The blind</td>
</tr>
<tr>
<td>Person who is deaf or hard of hearing</td>
<td>Suffers a hearing loss, the deaf</td>
</tr>
<tr>
<td>Person who is unable to speak or uses synthetic speech</td>
<td>Dumb, mute. Inability to speak does not indicate lowered intelligence.</td>
</tr>
<tr>
<td>Person with psychological disability</td>
<td>Crazy, insane, nuts</td>
</tr>
<tr>
<td>Successful, productive</td>
<td>Has overcome his/her disability</td>
</tr>
<tr>
<td>Says he/she has a disability</td>
<td>Admits he/she has a disability</td>
</tr>
<tr>
<td>Person without a disability or non-disabled</td>
<td>Normal (Referring to non-disabled persons as “normal” implies that people with disabilities are abnormal.)</td>
</tr>
<tr>
<td>Person with developmental delay</td>
<td>Slow, retarded</td>
</tr>
</tbody>
</table>

成功的、自力更生的人说他/她有残疾
承认他/她有残疾
Students with visual disabilities vary considerably. Some have no vision, others are able to see large shapes, and still others can read standard print if magnified. Included in this category are disorders in the structure and functions of the eye as manifested by at least one of the following:

1. Visual acuity of 20/200 or less in the better eye after the best possible correction (legally blind)
2. Loss of their peripheral and/or visual field (tunnel vision)
3. A progressive loss of vision that may include complete loss of central vision and eventual blindness. Visual impairments may be genetic and/or inherited or the result of illness or injury

Examples of conditions which result in low-vision or blindness may include, but are not limited to: cataracts, retinitis, pigmentosa, retinal detachment, glaucoma, strabismus nystagmus.

Impact in the Academic Setting

Students with visual disabilities can be at a great disadvantage in the educational setting. Though they can hear lectures and discussions, often many of the other classroom activities are a source of frustration (e.g. class syllabus, textbooks, board diagrams, Power Points, films, maps, videos, printed handouts, laboratory demonstrations, etc.) if they are not in an accessible format. Students who are low vision or blind may have educational limitations including, but not limited to, the following:

- Compromised ability to see classroom Power Point presentations, notes, demonstrations, videos, white boards, etc.
- Compromised ability to independently participate in in-class assignments and/or activities
- Limitations in being able to pick up on social cues;
- Limited access to general information that is learned through informal visual class activities
- Compromised access to necessary text books and supplemental materials
- Compromised ability to access some websites and software programs when sites/software are not compatible with screen reading programs, which is a violation of federal and state laws

Possible Accommodations

Accommodations are determined by an individual’s educational limitations and may vary depending on the educational requirements of the class and measurable course objectives as documented in the curriculum. Most students with low vision or blindness use some form of assistive technology (AT) to access printed and other visual materials. Accommodations may include, but are not limited to:

- Seating near the front of the class, near demonstration, or near board, etc.
- Testing accommodations, such as extended time, tests in an alternate format (such as Braille or electronic format), and/or use of specially adapted equipment (e.g., talking calculator/spell checker, and/or a computer equipped with a screen reader program)
- Note-taking assistance and/or use of audio recorders during class lectures;
- In-class aide furnished by DSPS so the student can participate in all classroom activities
- Ability to complete some in-class assignments out of class so student can use AT to produce the work
- Additional time to complete assignments, under certain circumstances
- Early access to class handouts so they may be reviewed prior to needing them in-class
- Early access to any videos to be shown in-class so the student has the opportunity to view the video with a person who can provide video descriptions. (Video descriptions are short verbal descriptions of action or key visual scenes, such as the setting, costumes, and facial expressions, which are provided to add context and allow people who are blind or have low vision to gain more complete access to video content.)
**Instructional Strategies**

- Select textbooks as early as possible, which gives the student time to purchase the book and request DSPS to convert it into an accessible format prior to the beginning of the semester.

- Provide early access to classroom materials, including syllabus and course outlines with important dates, so they can be converted into an alternate format by DSPS (i.e., digital recordings, MP3, electronic text, large print or Braille). One way to do this is to post all course materials in TalonNet.

- Assist with locating a volunteer note-taker from class, when requested by DSPS, and identify whether or not the student would prefer their notes electronically to facilitate delivery of notes to the student.

- Provide electronic copies of lecture notes or post them online (Talon Net, faculty web page).

- When speaking, face the class and talk in a normal tone. Read all information that is written on the board, Power Point, or handouts out loud. Verbally describe objects and processes when possible.

- When working with a student who has an in-class aide, please direct all questions or inquiries regarding accommodations to the student, not the aide.

- Feel free to talk directly with the student regarding what additional assistance they might require to complete your course. Students are a wonderful resource and can provide insight on what has worked in their past experiences. DSPS faculty are always available for consultation as well.

- When selecting software programs, request evaluation by IT prior to purchase to ensure that they are universally accessible.

- Avoid last minute assignments whenever possible as this could present a problem due to scheduling and preparation issues, especially when materials will need to be produced in an alternate format.
**Overview**

Hearing loss may range from complete deafness to a slight loss in a few frequencies. The earlier the occurrence in life, the greater effect it may have in the development of speech, as well as reading and writing skills.

**Impact in the Academic Setting**

Students who have hearing loss may have educational limitations including but not limited to the following:

- Difficulty hearing lectures, group discussions, or student questions in a classroom setting
- Difficulty taking notes while trying to listen, lip-read, and/or watch an interpreter
- Difficulty hearing media presentations that involve sound
- Problems communicating in one-on-one situations with instructors or other students
- Difficulty with English grammar due to lack of phonetic access to learning English
- May misunderstand auditory information without realizing the error
- May not speak clearly or at all

**Possible Accommodations**

Accommodations are determined by an individual’s educational limitations and may vary depending on the educational requirements of the class and measurable course objectives as documented in the curriculum.

- Preferential seating
- Note-taker for class lectures
- American Sign language (ASL) or oral interpreter
- Assistive listening device (ALD)
- Captioned videos
- CART services (e.g., computerized note-taking, Real-Time Captioning)
- Extended test taking time
- Priority registration
- Other accommodations based upon the student’s educational limitations

**Instructional Strategies**

Working with Deaf or Hard of Hearing (DHH) students in the classroom requires familiarity with utilizing service providers, such as ASL interpreters, speech-to-text service providers and note-takers. Service providers are there to provide access and accommodations to the DHH students.

Provide written material and instructions whenever possible. Provide early access to course syllabus, class outlines, lecture notes and technical terms.

- Write on the board whenever possible
- Remind your student to use note-taking paper and a note-taker
- Ensure that all materials utilized in the classroom are accessible
- Provide context to new topics so that all students have the necessary background knowledge
- Allow the DHH student the same anonymity as other students (i.e., avoid pointing out the student or the alternative arrangements to the rest of the class)
- Circular seating arrangements offer DHH students the advantage of seeing all class participants, especially in a seminar setting
- In a lecture setting, keep front seats available to be utilized by DHH students and their interpreters
- Repeat the comments and questions of other students, especially those from the back rows; acknowledge who has made the comment so the DHH student can focus on the speaker
- On request from the student, assist with finding an effective note-taker or lab assistant from the class
- If possible, provide transcripts of audio information
- Face the class when speaking; if an interpreter is present, make sure the student can see both you and the interpreter
- Films, overheads, diagrams, and other visual aids are useful instructional tools for visual learners
- Ensure that spoken dialogue and commentary in films, videotapes, DVDs, and online course websites are presented with accurate captions
- Refrain from speaking while a DHH student is reading an overhead or handout. Be sure to have visual contact with the student to assure that they are watching you or the interpreter
- Be flexible; allow a DHH student to work with audiovisual materials independently and for a longer period of time
- Provide adequate lighting
- Use only videos which have captions
Overview

Communication disabilities may include one or more forms of speech or language disorders affecting the receptive or expressive processes of language, voice articulation, and nominal aphasia (difficulty evoking the appropriate word or term), etc. Communication disorders may be congenital or the result of illness or injury. In most cases, college students with communication disorders will have received some prior speech therapy.

Impact in the Academic Setting

Students who have speech and language disorders may or may not exhibit educational limitations. Possible limitations may include, but are not limited to, the following:

- Slow or reduced ability to process information
- Difficulty expressing ideas verbally or in writing which the student seems to understand
- Reduced ability to produce speech which is understandable to others
- Reduced ability to interact with others in a socially or pragmatically acceptable manner

Possible Accommodations

Accommodations are determined by an individual’s educational limitations and may vary depending on the educational requirements of the class and measurable course objectives as documented in the course outline. Potential accommodations may include but are not limited to the following:

- Priority registration
- Modifications of oral assignments, such as one-to-one presentations or use of computers with voice synthesizers
- Note-taker or audio taping of lectures
- Books in electronic format
- Spell-checking devices
- Extended time for exams

Instructional Strategies

Many students with communication disorders will be hesitant about participating in activities that require speaking. Even if the student has adjusted well to the disorder, new situations may aggravate old anxieties. It is important that self-expression be encouraged, but pressure to speak is not apt to be helpful. Possible instructional strategies include:

- Focus on interactive communication
- Use active listening activities
- Ensure that the student has a way to appropriately express their wants and needs
- Paraphrase back what the student has said or indicated
- Work at the student’s pace
- Speak directly to the student
- Encourage participation in-classroom activities and discussions
- Be patient when the student is speaking, since rushing may result in frustration
- Practice any oral presentations alone with students first and provide feedback. Consider allowing students to present with partners or in small groups, so that each group member may have a different role in the presentation
Overview
Learning disabilities affect the manner in which individuals with average or above average intelligence receive, process, retain and/or express information. A learning disability is NOT to be confused with or identified as general low ability. Students with a learning disability cannot be “cured” and are usually “invisible” in comparison to many other types of disabilities. It is generally accepted that a learning disability is a result of some factor intrinsic to the individual due to one or more disturbances in underlying neurological processes, such as perception, memory conceptualizations attention, receptive or expressive language, etc.

Impact in the Academic Setting
Learning disabilities result in educational or functional limitations affecting areas such as listening, speaking, reading, writing, or mathematics. Areas related to nonverbal reasoning or behavior, challenges in spatial orientation, social relationships, time management, and organization may be impacted. Inconsistent performance in students with learning disabilities is often noted.

Reading
- Confusion of similar words, difficulty using phonics, problems reading multi-syllable words.
- Difficulty finding important points or main ideas
- Slow reading rate and/or difficulty adjusting speed to the nature of the reading task
- Difficulty with comprehension and retention of printed material, but not with materials presented orally

Writing
- Difficulty with sentence structure, poor grammar, omitted words
- Frequent spelling errors, inconsistent spelling, letter reversals
- Difficulty copying from board
- Poorly formed handwriting choosing to print instead of using script
- Compositions lack organization, and development of ideas
- Listening
- Difficulty paying attention in various settings
- Difficulty listening to a lecture and taking notes at the same time
- Easily distracted by background noise or visual stimulation
- Inconsistent concentration

Oral Language
- Difficulty expressing ideas orally which the student seems to understand
- Difficulty describing events or stories in proper sequence
- Difficulty with grammar
- Using a similar sounding word in place of the appropriate one

Math
- Difficulty memorizing basic facts
- Confusion or reversal of numbers, number sequences or symbols
- Difficulty copying problems, aligning columns
- Difficulty reading or comprehending word problems
- Problems with reasoning and abstract concepts

Social Skills
- Difficulty “reading” facial expressions, body language
- Problems interpreting subtle messages, such as sarcasm or humor
- Appears disorganized in space: confuses up and down, right and left
- May become easily disoriented when a familiar environment is rearranged
- Seems disoriented in time: is often late to class, appointments or is unable to finish assignments in the standard time period
- May display excessive anxiety, anger, or depression, due to an inability to cope with school or social situations
POSSIBLE ACCOMMODATIONS

• Note-taking assistance through a student peer in the class or use of an audio recorder to record class lectures
• Alternative testing (extended time, reader, scribe, distraction-reduced setting, word processor, use of assistive technology such as text to voice software)
• Tests provided in alternative ways, such as having tests enlarged or spread into a format that accommodates a student's visual integration and perceptual weaknesses
• Use of an assistive listening device (ALD) in-class for students with auditory processing or attention challenges
• Textbooks and other materials provided in an alternate format, such as MP3
• Use of alternate format means to produce homework and other assignments, such as dictation software

INSTRUCTIONAL STRATEGIES

• Provide a detailed syllabus that includes course objectives, weekly topics, classroom activities, required reading and writing assignments, and due dates for long term assignments or projects
• Emphasize dates for exams and quizzes
• Clarify rules in advance; explain and document how students will be graded, whether makeup tests or rewrites of papers are allowed, what the guidelines are for withdrawing from a course or obtaining an incomplete
• Practice multi-modality teaching methods for lectures, in-class assignments, exams, and quizzes
• Speak at an even speed, emphasizing important points with pauses, gestures, and body language to assist students with learning disabilities in following lectures and in-class activities
• Check for comprehension by requesting students to repeat instructions
• Provide immediate individual feedback regarding assignments and exams
• Encourage students to use all campus resources to be successful
• Ensure complete confidentiality by communicating with students privately regarding accommodations and progress in the class.
**Overview**

Autism Spectrum Disorder (ASD) is a neurodevelopmental disorder, characterized by severe and pervasive impairments in reciprocal social communication and social interaction (verbal and nonverbal), and by restricted, repetitive patterns of behavior, interests, and activities. It is sometimes referred to as “high-functioning autism”. The core feature appears to be the individual’s inability to understand the thoughts, feelings and motivations of other people and to use this understanding to regulate his or her own behaviors.

The student may have sophisticated and impressive vocabulary and excellent rote memory but may have difficulty with high-level thinking and comprehension skills. They can give the impression that they understand, when in reality they may be repeating what they have heard or read.

The following characteristics are commonly seen in students with ASD but due to the complexity of this disability you will not likely see all of these characteristics in a given student. In fact, ASD affects individuals in very diverse ways. Often behaviors that seem odd or unusual or even rude are in fact unintentional symptoms of ASD.

**Impact in the Academic Setting**

Impacts of ASD in the academic setting may be most noticeable in the areas of communication, social skills, and in written assignments. Examples include:

- Frequent errors in interpreting others’ body language, intentions or facial expressions
- Difficulty understanding the motives and perceptions of others
- Problems asking for help
- Motor clumsiness, unusual body movements and/or repetitive behavior
- Difficulty with the big picture, perseverate on the details (can’t see the forest for the trees)
- Difficulties with transitions and changes in schedule
- Wants things “just so”, inflexibility
- Problems with organization (including initiating, planning, carrying out, and finishing tasks)
- Deficits in abstract thinking (may be very concrete, focuses on irrelevant details)
- Unusual sensitivity to touch, sounds, and visual stimuli; may experience sensory overload
- Difficulty in initiating and sustaining connected relationships
- Poor or unusual eye contact
- Problems understanding social rules (such as personal space or eye contact)
- Impairment of two-way interaction (May seem to talk “at you” rather than “with you”)
- Conversation and questions may be tangential or repetitive
- Restricted interests that may be unusual and sometimes become a rigid and repetitive topic for conversation
- Unusual speech intonation, volume, rhythm, and/or rate
- Literal understanding of language (difficulty interpreting words with double meaning, confused by metaphors and sarcasm)
POSSIBLE ACCOMMODATIONS

- Test-taking accommodations (extra time, and/or distraction reduced setting)
- Note-taking assistance or copy of instructor’s course notes
- Ability to record lectures
- Preferential seating
- Ability to take short breaks if necessary
- Conversion of text to electronic formats
- Priority registration

INSTRUCTIONAL STRATEGIES

Possible instructional strategies for students with ASD may include, but are not limited to:

- Clearly define course requirements, the dates of exams and when assignments are due and whenever possible provide advance notice of any changes
- Provide instructions using a variety of modalities, such as verbally and in writing
- Keep directions simple and declarative and check for understanding by asking the student to repeat them back to you
- Avoid absolute words such as “always” or “never” unless that is exactly what you mean
- Make sure all expectations are direct and explicit without requiring students to “read between the lines” to glean your intentions
- Provide direct and explicit feedback to the student when you observe areas of academic difficulty or lack of appropriate boundaries
- Encourage use of resources designed to help students with study skills, particularly organizational skills
- Avoid idioms, double meaning, and sarcasm, unless you plan to explain your usage
- Use visual examples such as pictures, graphs and histograms
- Allow use of a keyboarding device if the student has poor penmanship due to deficits in motor skills
- Suggest ways to integrate the student’s interests into the course
STUDENTS WITH AUTISM SPECTRUM DISORDERS (ASD)

Overview

Musculoskeletal and connective tissue disorders, as well as neuromuscular disorders, are physically disabling conditions which may require adaptation of the physical environment or curriculum. A student with a mobility disability demonstrates a limitation in locomotion or motion functions in the upper and/or lower extremities. A variety of mobility-related disabilities can result from congenital conditions, accidents, work-related injuries, progressive neuromuscular diseases and many other causes.

These disabilities may include, but are not limited to: cerebral palsy, multiple sclerosis, amputation, nerve damage to the extremities, carpal tunnel syndrome, cardiac conditions, cerebrovascular accident (CVA), head injury, spinal cord injury, arthritis, intracranial muscle disorders, muscular dystrophy, spina bifida, cystic fibrosis, paralysis, post-polio syndrome, and repetitive strain injuries. Although most students with mobility disabilities do not also have a learning disability, some students do have concomitant disabilities which may affect learning, speech, vision, and/or hearing.

Impact in the Academic Setting

Functional limitations and abilities vary widely even within the individual groups. Many of these conditions are invisible and require no mobility aides. Other conditions require the use of wheelchairs, crutches, braces, walkers, scooters, canes, and sometimes a working animal. All of the conditions can create some serious barriers in the academic setting, including:

- Difficulty writing or performing manual tasks
- Difficulty sitting for long periods of time
- Significant time or effort necessary to produce coursework
- Unpredictable and fluctuating periods of intermittent flare ups and remissions
- Easily distracted
- Memory and concentration issues
- Difficulty focusing for extended periods of time
- Frequent medical appointments, treatments, and/or hospitalizations
- Side effects from treatment and/or medications

Possible Accommodations

Accommodations are determined by an individual’s educational limitations and may vary depending on the educational requirements of the class and the measurable course objectives as documented in the course outline.

- Alternative testing accommodations, which may vary widely depending on the limitations (e.g., extended time, alternate format, access to specially adapted equipment)
- Note-taking assistance and/or ability to record lectures
- In-class aide furnished by DSPS to assist with classroom activities
- Additional time and/or use of assistive technology to complete assignments, which may require some in-class assignments to be completed outside of class
- Modified seating (e.g., a DSPS table and or chair, etc.) or preferential seating (e.g., in front, close to the door/exit, back against the wall, etc.)
- Ability to stand up temporarily to stretch muscles or leave the classroom to take care of an unavoidable personal need
- Use of an accessible lab station, which may involve working directly with the student to identify any necessary modifications to the work station; possible considerations include under-counter knee clearance, working countertop height, horizontal reach and aisle widths
- Occasional unavoidable lateness or absences for students with low stamina, those who rely on attendant care, mobility assistance, or encounter inaccessible travel routes on and off campus, inclement weather, waiting for assistance in opening doors, maneuvering along crowded paths, and campus elevators that are not operating
- Extra time to complete assignments/tests when absent due to a prolonged illness or hospitalization. If this occurs, the student is responsible for notifying instructors of the situation as well as securing the information presented in-class and completing missed assignments
**Instructional Strategies**

- Provide students in advance with detailed course outline/syllabus that clearly delineates course expectations and important dates, preferably in an electronic format.
- Be prepared to have your class moved if it is held in an inaccessible location.
- Do not move accessible furniture or use for other purposes.
- Students who use wheelchairs or have other mobility related disabilities and are frequently late may benefit from discussing the situation with you to identify possible solutions. Most students will schedule their classes with ample time in between but this is not always possible. Students who rely on an attendant for personal care or mobility assistance may sometimes experience schedule disruptions beyond their control.
- Be aware that a wheelchair is part of the person’s body space and should not be leaned on. When talking to a student who uses a wheelchair for more than a few minutes, sit down and make eye contact on their level.
- Students who rely upon the assistance of a partner or In-class aide for assistance in a lab class should be allowed to participate in lab activities to the fullest extent possible. The student can give all instructions to the assistant, such as which chemical to add to a certain type of test tube, or where to dispose of used chemicals, etc. The student will learn everything except the physical manipulation of the materials. The student’s DSPS specialist can discuss possible strategies, if necessary.
- Always consider the accessibility of a field trip or internship site and avoid inaccessible locations. However, if this is not possible consult with the student and DSPS specialist for some creative solutions, such as an alternative assignment for the student. If transportation is being furnished for the class, then special ADA compliant transportation must be made available for students with disabilities. Please contact Facilities for details.
OVERVIEW

Attention Deficit Hyperactivity Disorder, (ADHD) is the most common behavioral disorder that starts during childhood. However, it does not only affect children - people of all ages can suffer from ADHD. Psychiatrists say ADHD is a neurobehavioral developmental disorder.

An individual with ADHD finds it much more difficult to focus on something without being distracted. He has greater difficulty in controlling what he is doing or saying and is less able to control how much physical activity is appropriate for a particular situation compared to somebody without ADHD. In other words, a person with ADHD is much more impulsive and restless.

Health care professionals may use any of the following terms when describing a child (or an older person) who is overactive and has difficulty concentrating - attention deficit, attention deficit hyperactivity disorder, hyperkinetic disorder, hyperactivity.

IMPACT IN THE ACADEMIC SETTING

Inattention
- Has difficulty concentrating
- Has unrelated thoughts
- Has problems focusing and sustaining attention
- Appears not to be listening
- Performance depends on task
- May have better attention to enjoyed activities
- Has difficulty planning, organizing, and completing tasks on time
- Has problems learning new things
- Demonstrates poor self-regulation of behavior, that is, he or she has difficulty monitoring and modifying behavior to fit different situations and settings

Hyperactivity
- Seems unable to sit still (e.g., squirming in his/her seat, roaming around the room, tapping pencil, wiggling feet, and touching everything)
- Appears restless and fidgety
- May move quickly from one activity to the next
- Often tries to do more than one thing at once

Impulsivity
- Difficulty thinking before acting
- Problems waiting for his/her turn, such as when playing a game

POSSIBLE ACCOMMODATIONS

- Preferential seating away from potential distractions;
- Extended time and distraction-reduced location for testing
- Note-taking assistance
- Use of audio recorder during lectures and directions
- Audio books and text

INSTRUCTIONAL STRATEGIES

- Provide clear and simple directions for homework and class assignments (repeating directions, posting homework assignments on board, supplementing verbal instructions with visual/written instructions).
- Give instructions one at a time and repeat as necessary.
- Use visuals: charts, pictures, color coding
- Create outlines for note-taking that organize the information as you deliver it.
- Divide long-term projects into segments and assign a completion goal for each segment.
- List the activities of the lesson on the board.
- In opening the lesson, tell students what they’re going to learn, what your expectations are and exactly what materials they’ll need.
- Keep instructions simple and structured.
- Consider alternate teaching methods, such as multisensory instruction, use of visual cues and hands on activities, highlighting or underlining important parts of a task, use of cues to identify key points of lesson, providing guided lecture notes, outlines and study guides.
- Vary the pace of instruction and include different kinds of activities.
- Summarize key points.
**Overview**

Brain injuries occur when there is brain damage due to an assault to the brain. Brain injuries may be the result of accidents, violence, stroke, heart attack, epilepsy, combat injuries, surgical trauma, brain tumors, diseases, and drug/alcohol abuse. As a result, individuals with brain injuries may experience lost or reduced function in a variety of domains, including vision, hearing, mobility, speech, and/or cognitive processes.

ABI and TBI can cause a number of difficulties for the person who is injured. These can include physical changes, behavioral changes, and problems with cognition. After an injury, a number of symptoms might be noted including headaches, dizziness, problems walking, fatigue, irritability, memory problems, impulse control, impaired judgment, and problems paying attention.

Many of these students have participated in extensive rehabilitation and are generally proud of the progress they have made and strive to be self-sufficient. At the same time, they are often painfully aware that they are no longer the person they once were before the injury, and this can be a source of great frustration. Individuals with brain injuries may be able to walk, work, and perform other routine functions, appearing to have nothing wrong despite unseen, sometimes debilitating consequences. For this reason, brain injury is sometimes known as the “silent epidemic”.

**Impact in the Academic Setting**

- Difficulty remembering, concentrating, or making decisions
- Slowness in thinking, speaking, acting or reading
- Getting lost and/or easily confused
- Difficulty taking notes/tests
- Difficulty planning and organizing
- Feeling tired, low energy, decreased motivation
- Increased sensitivity to light, sound, and distractions
- Poor coordination, difficulty walking, sitting, standing
- Mood changes

**Possible Accommodations**

- Test-taking accommodations such as extra time, a distraction-reduced setting and/or materials in alternate formats
- Note-taking assistance or copy of instructor’s course notes
- Ability to record lectures
- Preferential seating
- Ability to take short breaks if necessary
- Text and other printed materials converted to audio files
- Access to elevators and modified seating
- Priority registration

**Instructional Strategies**

- Provide clear, concise instructions and a detailed syllabus outlining all course expectations, methods of grading, and due dates for homework and exams
- Provide online access to course syllabus and other materials so they are available at any time
- Provide time for the student to process information and respond to questions
- Check for understanding by providing the student an opportunity to repeat instructions
- Encourage use of planners and/or electronic calendar applications to manage appointments, due dates, and exam dates
- Provide visuals and when possible, incorporate principals of Universal Design for Learning (UDL)
- Provide clear and consistent feedback regarding the student’s performance in-class
OVERVIEW

Psychological disabilities are usually, although not always, a chronic condition. A psychological disability is biological and not “a matter of choice”. Common myths about psychological disabilities often cause college faculty and staff to be reluctant to approach students realistically because of fears that these students are very fragile or could be violent. Students with a psychological disability may fear the stigma that oftentimes accompanies psychological disabilities. For this reason, students may not disclose their disability and associated symptoms. It is best to be forthcoming when working with a student with a psychological disability and address potential issues early on to avoid misunderstandings.

DSPS verifies a psychological disability via documentation from an appropriately licensed or certified professional (e.g., licensed psychologist or psychiatrist). Because each student’s experiences are unique to that individual, a DSPS specialist engages in an interactive process with the student to carefully identify his or her specific educational limitation(s) and recommend individualized accommodations.

Examples of psychological disabilities include, but are not limited to:

- **Depression**: a major disorder characterized by depressed mood, a lack of pleasure (in most activities) and feelings of worthlessness and guilt.
- **Bi-polar Disorder**: a condition characterized by periods of alternating mania and depression, manifested by disruptive sleep patterns, increased or decreased self-esteem, and periods of lethargy or euphoria/agitation.
- **Anxiety Disorders**: a class of disorders which are characterized by excessive fear or worry, which may cause disruption in one’s ability to concentrate, communicate effectively, or respond appropriately, and may result in hyperventilation, dizziness, chest pains and a sense of impending doom.
- **Schizophrenia**: a serious condition which may result in experiences of paranoia, delusions, visual and/or auditory hallucinations. However, improved medications have made it possible for many individuals with schizophrenia and related disorders to participate effectively in the college setting.

IMPACT IN THE ACADEMIC SETTING

Possible impacts of a psychological disability in the academic setting may include, but are not limited to:

- Easily distracted
- Panic in unfamiliar surroundings and situations
- Poor concentration
- Difficulty focusing for extended periods of time
- Difficulty formulating and executing a plan of action
- Difficulty overcoming unexpected obstacles
- Difficulty with time management and study skills
- Memory problems
- Absences related to a flare up of symptoms and/or hospitalization

POSSIBLE ACCOMMODATIONS

Possible accommodations for students with psychological disabilities include, but are not limited to:

- Alternative testing (e.g., extended test time, distraction reduced testing environment)
- Note-taking assistance and/or use of audio recorders
- Textbooks in an audio or other electronic format
- Modified seating (e.g., close to open door/exit, or back against corner of room, etc.)
- Water allowed in-class to manage possible medication side effects
- Possible additional time to complete assignments/exams in the event of symptom flare-ups
- Occasional need for incomplete or late withdrawals (e.g., in the event of prolonged illness or crisis)
**Instructional Strategies**

Possible instructional strategies for students with psychological disabilities may include, but are not limited to:

- Provide instructions in a clear and concise manner with expectations and due dates clearly delineated.
- Provide writing assignments as an alternative to oral presentations.
- Encourage use of academic support services on campus and professor office hours when clarification of instructions is needed.
- Offer to meet with students privately to discuss their standing in-class and provide them with clear, straightforward feedback regarding their performance.
- Provide information on good study habits, including where students can go to receive time management and study skills assistance as this may be an area of difficulty.
- File a CAIR (Crisis Assessment Intervention, and Response) report with the Office of Student Conduct and Grievances if you notice signs of distress.
- All students are held to the Student Conduct Code (no exceptions).
- If abusive or threatening behavior occurs, contact the Campus Police.
Chronic illnesses vary considerably, and may include conditions that affect strength, vitality, alertness, stamina, mobility, cognitive processing, etc. Some examples of chronic illnesses may include, but are not limited to: heart conditions, sickle cell anemia, hemophilia, leukemia, epilepsy, acquired immune deficiency syndrome (AIDS), HIV, environmental illness, asthma, diabetes, lupus and other autoimmune conditions, arthritis, fibromyalgia, chronic fatigue immune deficiency syndrome, and cancer. Other debilitating conditions that often create intense and continual nerve pain are repetitive stress injuries, post-surgical procedures, and chronic neck and back conditions.

Impact in the Academic Setting
Some students may have medical conditions that are not apparent to the casual observer, but can cause serious barriers in the academic setting. Their pain, the condition itself, or the side-effects of medications, may cause them to be dizzy, confused, or sleepy. This can make it hard for them to pay attention in-class, complete timed in-class writing assignments, take tests in the classroom, or stay focused. The possible impact of these chronic conditions in the academic setting include, but are not limited to:

- Physical limitations such as lack of energy, difficulty walking, standing, or sitting a long time
- Cognitive issues such as distractibility, memory and concentration issues, difficulty focusing for extended periods of time, “brain fog”, etc
- Symptoms which are often unpredictable and fluctuating, resulting in inconsistent performance
- Impacts from side-effects of medications, which may include dry mouth, dizziness, sleepiness, and/or confusion
- Frequent medical appointments and/or hospitalizations

Possible Accommodations
Accommodations are determined by an individual’s educational limitations and may vary depending on the educational requirements of the class and measurable course objectives as documented in the course outline. Examples include, but are not limited to, the following:

- Alternative testing accommodations, which may vary widely depending on the limitations
- Note-taking assistance and/or ability to record lectures
- Ability to have water in the classroom to manage side-effects of medications and/or the illness
- Ability to have a snack or take a quick break for those who need to regulate their blood sugar, or adhere to a strict medical regimen
- Ability to get up and stretch periodically or stand during lecture
- Preferential seating (e.g., close to the door/exit, in front, back against the wall, etc.)
- Modified seating (e.g., a DSPS table and/or chair, etc.)

Absences are also sometimes unavoidable for students with frequent medical appointments, medical emergencies, and/or chronic disability-related complications such as infections or flare-ups. Providing advance notice of the absence is not always possible. In most situations students are able to make up the incomplete work, but they will need to be given extended time to complete it.

Instructional Strategies
- In courses that require field trips or internships, discuss the accommodations the student will need early on in the term because those who require specialized transportation, seating, etc. will need to plan for this in advance. Collaboration with the student’s DSPS specialist may be necessary
- Provide students in advance with a detailed course outline/syllabus that clearly delineates course expectations and due dates
- When possible/appropriate, understand that lateness is sometimes an issue for students with low stamina as it may take longer to get from class to class. However, chronic lateness should be addressed as it would be with any student
- Consider offering incompletes to students who are unexpectedly unable to complete the requirements for your course due to hospitalization and/or significant flare-up of their condition
- Encourage students to use additional support available through DSPS as well as the Student Success Center, Student Health Center, Library, etc.
Federal and State laws prohibit postsecondary institutions from discriminating against persons with disabilities in either the delivery of services or in access to programs. These laws are designed to provide persons with disabilities an equal opportunity to succeed – not an advantage over students without disabilities.

THE REHABILITATION ACT OF 1973 (PL93-112)

Section 504: Is a civil rights statute that prohibits discrimination on the basis of disability. It obligates colleges and universities to make certain adjustments and accommodations, and offers to students with disabilities the opportunity to participate fully in the educational process. A description of specific adaptations is included in this handbook.

Section 504 of the Rehabilitation Act of 1973 (PL 93-112), as amended PL 935-161, states that “No qualified handicapped person shall, on the basis of handicap, be excluded from participating in, be denied the benefits of, or otherwise be subjected to discrimination under any program or activity which receives or benefits from federal financial assistance”.

Cerritos Community College does not discriminate on the basis of handicap in the recruitment and admission of students, the recruitment and employment of faculty and staff, and the operation of any of its programs and activities, as specified by federal laws and regulations.

Section 508: In 1998, Congress amended the Rehabilitation Act to require federal agencies to make their electronic and information technology accessible to people with disabilities. Inaccessible technology interferes with an individual's ability to obtain and use information quickly and easily. Section 508 was enacted to eliminate barriers in information technology, to make available new opportunities for people with disabilities, and to encourage development of technologies that will help achieve these goals. The law applies to all federal agencies when they develop, procure, maintain, or use electronic and information technology. Under Section 508 (29 U.S.C. ‘ 794d), agencies must give disabled employees and members of the public access to information that is comparable to the access available to others.

AMERICANS WITH DISABILITIES ACT (ADA)

The Americans with Disabilities Act (ADA) was signed into law by President George H.W. Bush on July 26, 1990. The act guarantees individuals with disabilities equal access to employment, public accommodations, transportation, public services and telecommunications. The prototype for the ADA is the Civil Rights Act of 1964 which prohibits discrimination based on race, color, sex, religion or national origin. The Americans with Disabilities Act of 1990 is comprehensive legislation intent on ending discrimination against individuals with disabilities.
Cerritos College is committed to establishing a barrier free learning community, or Universal Access, to all individuals. This is an institutional responsibility, which includes all faculty, administrators, and staff. Of particular concern is the need to provide electronic and information technologies (EIT) in accessible formats, in compliance with the ADA and Sections 504 and 508 of the Rehabilitation Act of 1973. Following are some ways to ensure that your electronic course materials are accessible:

**Image Alt Tags (alternate text)**
Alt tags are simply textual descriptions of visual images. These are important because a person who relies on a screen reader does not get the content that visual images provide unless they have alt tags.

**Page or Document Titles**
All online pages should have unique titles that describe the content of the page or document. This allows screen readers to distinguish pages from each other and also enhances other functions such as tab titles (web pages) and table of contents (Power Point).

**Headings and Subheadings**
People with limited or no vision depend on screen reading software that reads the text on the screen aloud. If you bold normal text to create the look of a heading a screen reader will just read it as paragraph text. Conversely, do not use a heading style to make text big and bold if it really is not a heading. The screen reader will read it as a heading and not properly communicate the emphasis you intended. For documents longer than 3-4 paragraphs, headings and subheadings are important usability and accessibility strategy to help readers both determine the overall outline of the document and to navigate to specific information that may need more of the reader's attention.

**Hyperlink Text**
Helping users understand the destination of links is an important step towards increasing the usability and accessibility of a document. Providing a descriptive title to hyperlinks rather than “click here” gives screen reader users the cues they need to effectively navigate to that site.

There are campus resources available to assist with creating accessible electronic materials, captioning videos, and testing software and web-based programs for accessibility. These include Information Technology, Media Services, Library, Public Affairs, and the Center for Teaching Excellence (CTX).
Frequently Asked Questions Regarding Electronic Access

1. I don’t teach online. Why is electronic accessibility important to me?
   All of your instructional materials, regardless of mode of delivery, must be compliant. All websites, videos, and software programs used instructionally must be designed to be accessible to all students (and faculty) and compliant with the law.

2. What types of electronic materials must be assessed for accessibility before purchase?
   All electronic print materials, such as web-based and content management system-based content (i.e., TalonNet); electronic textbooks and supplementary material, software programs, and computerized exams as well as multimedia materials, such as web-based video/audio and commercial DVDs are all examples of materials which need to be accessible.

3. I don’t have a student who is blind or deaf in my class. Why do I need to make it accessible?
   All instructional materials are required to be accessible. Not only is it more difficult to wait until you have a student who is blind or deaf in your class to make it accessible, it is also illegal. In accordance with Cerritos College AP 3720 and AP 6365, purchasing will not approve the procurement of instructional materials which have not been deemed compliant by the Information Technology Department.

4. How can I make my online tests accessible?
   First, be certain that your online course is accessible to screen readers and that any videos are captioned and include audible descriptions of key action or visual scenes, including those on outside websites. For instructions on setting your test up to allow for extended time for one student only, please contact the Center for Teaching Excellence (CTX) or consult their web page.

5. I want to purchase a software program. What is the process for ensuring accessibility before I am allowed to buy it?
   All software programs must be evaluated for compliance with the law by the Information Technology Department prior to purchase.

6. What if the software program I want to purchase is not accessible? Can I make other arrangements to accommodate the student?
   No. All software purchases must be compliant with the law.

7. What if I discover that the program I have been using for years is not accessible?
   You should identify an alternative program that is accessible and/or pressure the publisher to create their program in an accessible format. If you discover that your program is not accessible to a student who is currently enrolled in your course, you must make every attempt to ensure that the student is accommodated and has an experience equivalent to those students without that barrier.

8. What are the features of accessible instructional materials?
   **Perceivable:** Users are able to access the information contained in the materials by modifying its presentation.

   **Operable:** Users are able to interact with and manipulate the content.

   **Understandable:** Users are able to receive the content in a comprehensive manner.

   **Robust:** Users are able to transform the content into formats that are compatible with assistive technology.
As educators, faculty generally wish to design instruction which maximizes the learning of all students. The field of Universal Design (UD) can provide a starting point for developing a framework for instruction. You can apply this body of knowledge to create courses that ensure lectures, discussions, visual aids, videos, printed materials, labs, and fieldwork are accessible to all students.

Universal design principles can be applied to the overall design of instruction as well as to specific instructional materials, facilities, and strategies (such as lectures, classroom discussions, group work, web-based instruction, labs, field work, and demonstrations). Universally designed curriculum provides students with a wide range of abilities, disabilities, ethnic backgrounds, language skills, and learning styles multiple means of representation, expression, and engagement. Listed below are examples of instruction that employ principles of UD. They are organized under eight performance indicator categories, with a goal statement for each (Burgstahler, 2007).

1. Class climate. Adopt practices that reflect high values with respect to both diversity and inclusiveness. Example: Put a statement on your syllabus inviting students to meet with you to discuss disability-related accommodations and other special learning needs.

2. Interaction. Encourage regular and effective interactions between students and the instructor and ensure that communication methods are accessible to all participants. Example: Assign group work for which learners must support each other and that places a high value on different skills and roles.

3. Physical environments and products. Ensure that facilities, activities, materials, and equipment are physically accessible to and usable by all students, and that all potential student characteristics are addressed in safety considerations. Example: Develop safety procedures for all students, including those who are blind, deaf, or wheelchair users.

4. Delivery methods. Use multiple, accessible instructional methods that are accessible to all learners. Example: Use multiple modes to deliver content; when possible allow students to choose from multiple options for learning; and motivate and engage students—consider lectures, collaborative learning options, hands-on activities, Internet-based communications, educational software, field work, and so forth.

5. Information resources and technology. Ensure that course materials, notes, and other information resources are engaging, flexible, and accessible for all students. Example: Choose printed materials and prepare a syllabus early to allow students the option of beginning to read materials and work on assignments before the course begins. Allow adequate time to arrange for alternate formats, such as books in audio format.

6. Feedback. Provide specific feedback on a regular basis. Example: Allow students to turn in parts of large projects for feedback before the final project is due.

7. Assessment. Regularly assess student progress using multiple accessible methods and tools, and adjust instruction accordingly. Example: Assess group and cooperative performance as well as individual achievement.

8. Accommodation. Plan for accommodations for students whose needs are not met by the instructional design. Example: Know campus protocols for obtaining materials in alternate formats, rescheduling classroom locations, and arranging for other accommodations for students with disabilities.

Employing UD principles does not eliminate the need for specific accommodations for students with disabilities. For example, you may still need to provide a sign language interpreter for a student who is deaf. However, applying universal design concepts in course planning ensures full access to the content for most students and minimizes the need for special accommodations. For example, designing web resources in accessible formats as they are developed means that no redevelopment is necessary if a blind student enrolls in the class.

UD benefits students with disabilities but also benefits others. For example, captioning course videos, which provides access to deaf students, is also a benefit to students for whom English is a second language, to some students with learning disabilities, and to those watching the video in a noisy environment. Delivering content in redundant ways can improve instruction for students with a variety of learning styles and cultural backgrounds.

Providing all students access to your class notes and assignments on a web site benefits students with disabilities as well as the rest of the class. Planning ahead saves time in the long run.

*The information above is cited from the University of Washington's website on Universal Design written by Sheryl Burgstahler, Ph.D.
Why should faculty implement UD?

In terms of learning, universal design means the design of instructional materials and activities that make learning goals achievable by individuals with wide differences in their ability to see, hear, speak, move, read, and remember. UD is achieved by means of flexible curricular materials and activities that provide alternatives for students with differing abilities. These alternatives are built into the instructional design and operating systems of educational materials—they are not retrofitted into a course. Therefore, the materials are usable by all students, without the need for adaptation or specialized design later in the semester. While nondiscriminatory in intent, accommodations are rarely based on pedagogical decisions by faculty concerning the best way to promote student learning. UD offers a proactive alternative for ensuring access to higher education for all college students, not just students with disabilities.

Some of the immediate benefits for faculty are:

- **Time efficiency:** Less time needed throughout semester for development of additional teaching tools
- **Enhances student engagement in the learning process**
- **Reduces the need for last-minute modifications to accommodate students with a variety of needs, including but not limited to students with disabilities**
- **UD is barrier-free, meaning fewer individual accommodations are needed overall**

How do instructors apply UD in their classroom?

UD curriculum reflects an awareness of the unique nature of each learner and the need to address differences and offers these essential qualities:

- **Multiple means of representation**, to give learners various ways of acquiring information and knowledge
- **Multiple means of expression**, to provide learners alternatives for demonstration of what they know
- **Multiple means of engagement**, to tap into learner’s interests, offer appropriate challenges, and increase motivation

Employing UD principles in everything we do makes a more accessible world for all of us and minimizes the need to alter it for anyone.
Listed below are additional resources to help you.

• Chancellor’s Office: www.cccco.edu
• High Tech Center Training Unit: www.htctu.fhda.edu
• Sidekick Chancellor’s Office Tools for Faculty: www.toolsthatinspire.com
• Americans with Disabilities Act: www.ada.gov
• California Association on Post-Secondary Education and Disability (CAPED): www.caped.net
• Association on Higher Education and Disability (AHEAD): www.ahead.org
• Higher Education Resources-HEATH Resources Center: www.heath.gwu.edu
• University of Washington DO-IT Faculty Room: www.washington.edu/doit/faculty
• Job Accommodation Network (JAN): www.askjan.org
• Long Beach City College “Dare to Care” on-line interactive program: www.dare.lbcc.edu
• Captioned videos: www.amara.org
• Web Accessibility: www.webaim.org
• Web Accessibility Initiative: www.w3.org/WAI/
• Web Accessibility Evaluation Resources: www.sc.edu/scatp/evaluationresources.html
• Accessible Technology at the CSU: www.teachingcommons.cdl.edu/access/
• Electronic Accessibility at the University of California: www.ucop.edu/electronic-accessibility
• National Center on Universal Design for Learning: http://www.udlcenter.org
• Universal Design for Learning: www.udlcenter.org
• Tools for Universal Design of Instruction: www.facultyware.uconn.edu
• Creating truly open and accessible textbooks: www.opentextbc.ca/accessibilitytoolkit/
• National Information Center on Deafness, Gallaudet University: www.clerccenter.gallaudet.edu
• American Sign Language Dictionary: www.aslpro.com
• National Association of the Deaf: www.nad.org
• Internet TV dedicated to persons with disabilities: www.webable.tv