

# The students are:

*The most important people on our campuses,  
Without them there would  
be no need for us.*

*Not a cold enrollment  
statistic but flesh  
and blood human  
beings with  
emotions and  
needs for guidance*

*Not individuals  
to be tolerated as  
we go about our  
business...they are our business.*

*Not totally dependent on us – but our jobs  
are totally dependent on them.*

*Not an interruption of our  
work, but rather  
the purpose of it.*

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# PHILOSOPHY

## THE FACULTY ROLE

\*New Responsibilities for Program Access

P.S. Jastram

"Like Hell I will."

"Is the lab required in the program?"

"Yes."

"Then you have to admit him; that's the law."

"Even if he's blind? How's he going to do titrations?"

"You'll find a way. You and the student. Together."

"But damnit, I'm responsible for his safety—not to mention everyone else in the room. How would he know what he's pouring—where?"

"How does he do it at home? I don't know, but *he* knows.

Embossed labels, maybe. You're the Doctor—you'll think of something. But sit down and talk with him."

*The chemistry professor still wasn't convinced:*

"You're not saying that every course has to be open to every handicapped student...?"

"Every course. And every program."

"What if a student simply can't do something you think is an essential part of the training?"

"What do you do, Professor, if you have to move a table that's too heavy for you?"

"I get someone to help."

"Yes."

\*First published in *Assuring Access for the Handicapped*, Ed. M.R. Redden, Jossey-Bass, Inc., San Francisco (1979)

\*Jastram, P.S. (1979). "New responsibilities for program access" in Redden, M.R. (Ed.) *Assuring Access for the Handicapped*. San Francisco: Jossey-Bass, Inc.

\*Simulated conversation between an instructor and a Disabled Student Program Services staff member.

## Quick Tips for Faculty

The student with a disability is the best source of information regarding necessary accommodations. In post-secondary settings it is the student's responsibility to request special accommodation if desired, but a faculty member can make a student comfortable by inquiring about special needs. Listed below you'll find a few tips which you may find helpful in accommodating your students.

Tips for the Classroom, The Laboratory, Test Administration, and Field trips

### CLASSROOM

- Include a statement on the class syllabus inviting the student to discuss academic needs with you. For example, "If you have a documented disability and wish to discuss academic accommodations, please contact me after class or contact The Office of Disabled Student Programs & Services (DSP&S).

- When talking with the student, inquire about special needs in the classroom, in the lab, in fieldwork and on field trips. Work with the student and Disabled Student Programs & Services (DSP&S) to determine appropriate accommodations.
- Select course materials early and distribute syllabi, assignments, and reading lists in advance and in electronic format (e-text) to facilitate translation to audio-tape, Braille, and large print.
- Face the class when speaking. Repeat discussion questions. Write key phrases on the blackboard. Hand out assignments in writing. Provide written summaries of demonstrations in advance and use captioned films if you have a hearing impaired student in class.
- Verbally describe visual aids if there is a student with a vision impairment in class. For example, you might say, "The 3 inch long steel rod," rather than "this."

#### LABORATORY

- Discuss safety concerns with the student and Disabled Student Programs & Services. Ensure that safety equipment is adapted with Braille or large print labels, pull chains are lengthened, and visual or audio warning systems are in place.
- Assign group lab projects in which all students contribute according to their abilities.
- Arrange lab equipment so that it is easily accessed. Give oral and written lab instructions. Provide raised-line drawings and tactile models of graphic materials for students with visual impairments
- Work with student and DSP&S to identify, modify, and provide appropriate lab equipment, such as adjustable tables, ramps, talking thermometers and calculators, liquid level indicators, large print and tactile timers, and computers.

#### EXAMINATIONS AND FIELDWORK

- Measure knowledge rather than physical performance of a task when monitoring a student's understanding of material.
- Allow extra time to complete exams. The Office of Disabled Student Programs & Services will assist you in providing this accommodation. (Depending on the disability, double time on a two hour test, may require giving the student half of the test on two days.)
- Ask student how s/he might be able to do specific aspects of field work. Attempt to include student in field work opportunities, rather than automatically suggesting non-field work curriculum alternatives. The Office of Disabled Student Programs and Services can provide valuable assistance
- Plan field trips in advance and arrange for accessible transport vehicles.

## Accommodations for Specific Disabilities

#### LOW VISION

- Large print lab handouts, lab signs, and equipment labels
- TV monitor connected to microscope to enlarge images
- Computer equipped to enlarge screen characters and images
- Class assignments made available in electronic format

## BLINDNESS

- Audio-taped or Brailled lecture notes, handouts, and texts
- Raised-line drawings and tactile models of graphic materials
- Braille lab signs and equipment labels
- Adaptive lab equipment (e.g. talking thermometers, calculators, light probes, and tactile timers)
- Class assignments made available in electronic format
- Computer with optical character reader, voice output, Braille screen display and printer output

## HEARING IMPAIRMENT

- Interpreter, notetaker
- Face turned toward student when speaking; use of visual aids
- Written assignments, lab instructions, demonstration summaries
- Visual warning system for lab emergencies
- Use of electronic mail for class and private discussions
- Class assignments made available in electronic format
- Adaptive I4511 Tw[(•)-555.rnaqAla6(e509 TD when , a(w)9J.0001 T70.022 Tw[()]TJO -1et)23.9(40c f)21.5(ormat

# ATTITUDINAL BARRIERS

## What Are Attitudinal Barriers?

Prejudice	Discrimination
Ignorance	Dislike
Fear	Invisibility
Insensitivity	Insecurity
Bigotry	Discomfort
Stereotyping	Condescension
Misconception	Intolerance

The above words have been used in association with or in definitions of attitudinal barriers. For our purposes, "attitudinal barriers" will be defined as "a way of thinking or feeling resulting in behavior that limits the potential of disabled people to be independent."

### WHEN YOU INTERACT WITH A STUDENT WITH A DISABILITY...

- Offer help but wait until it is accepted before giving it. Offering assistance to someone is only polite behavior. Giving help before it is accepted is rude. It can sometimes be unsafe, as when you grab the arm of someone using a crutch and the person loses his/her balance.
- Talk directly to a disabled person, not to someone accompanying them. To ignore a person's existence in a group is very insensitive and it is always rude for two people to discuss a third person who is also present. For example, if a deaf person is with an interpreter, talk to the deaf person, not the interpreter.
- Treat a disabled person as a healthy person. Because an individual has a functional limitation does not mean that the individual is sick. Some disabilities have no accompanying health problems.
- Keep in mind that disabled people have the same activities of daily living as you do. Many people with disabilities find it almost impossible to get a cab to stop for them or to have a clerk wait on them in stores. Remember that disabled individuals are customers and patrons, and deserve equal attention when shopping, dining, and traveling.
- In general, accommodating the student with a disability in the classroom may be more a matter of common sense and less a matter of changes in teaching style and/or curriculum than one might think. It is hoped that the instructor and the student will work together to find solutions.

The behavior of

McGraw-Hill Education



# FREQUENTLY ASKED QUESTIONS

## Questions Frequently Asked About Academic Modifications for Students With Disabilities

What is my responsibility in accommodating the needs of students with disabilities?

Academic departments (and the individual faculty members who make up those departments) are



Exactly what does the law say in regard to academic accommodation?

“No qualified handicapped student shall, on the basis of handicap, be excluded from participation in, be denied the benefits of, or otherwise be subjected to discrimination under any academic, research, occupational training, ...counseling, ...physical education, ...or other postsecondary education program or activity”.

The regulations further state that students must be educated in the most integrated setting appropriate to the individual's needs.

Part 104.44, Modification of Requirements, states that modifications must be made to academic requirements to ensure that they do not discriminate against a qualified student with a disability.

Academic requirements that can be demonstrated to be essential to the program of instruction being pursued (i.e. to the degree) or to any directly related licensing requirement are not considered discriminatory. Modifications such as changes in the length of time permitted for the completion of degree requirements, substitution of specific courses required for the completion of degree requirements and adaptation of the manner in which specific course are conducted may be necessary.

The requirements further state that tape recorders, guide dogs, brailers, interpreters, notetakers, or

# TEST ACCOMMODATIONS

Most teachers prefer to administer their own tests for security reasons, and it is always desirable to test in the most integrated setting possible. However, it may sometimes be impossible for you to respond to a student's request for altered testing format, locations, or extended time. When it is not possible to accommodate the student's special needs in a classroom setting and your department cannot assist you, the Office of Disabled Student Programs & Services can provide a proctored alternative site for testing.

Our staffing is limited and the space we use is borrowed from other areas. Thus, we must know in advance if you will need our services in order to arrange for an appropriate test site, a proctor, or to allow time to reproduce the test in another format. If you need our services, please give us as much advance warning as possible and complete a Test-taking Accommodation form, giving us specific instructions, as follows:

- Student name and social security number
- Class and section number
- Class meeting days and time (Tests will be administered as nearly as possible at these times; evening and Saturday tests must be arranged between 8 and 5, M-F).
- Dates for all tests during the semester for which you require our assistance (if known).
- Special instructions for administration of the test, such as permission to use calculator, tables, reference materials; complete the test, etc.
- Instruction for returning the test (Can the student return the test sealed in an envelope immediately upon its completion? [We sign and seal it.] Will the test be picked up by a staff member?)

Since staffing patterns do not allow us the time to pick up tests, they can be placed in the Coordinator's (Paula McCroskey) mail box in the Administration building. (Some professors hand carry their own tests; others send them by departmental secretary.) Once a Testing Permit Form has been filed with the test dates, however, you may wish to have the student bring over his or her own tests (sealed in an envelope) a few minutes before the exam time, if no special test preparation is required.

We want to provide as much assistance as we can both to students with disabilities and to their professors. We are limited, however, by the size of our staff and must request your cooperation in order to serve you.

## TESTING ACCOMMODATIONS

## HEARING IMPAIRMENT

A hearing impairment may be caused by a physical diminution or loss of hearing ability or by a perceptual problem that causes the brain to process incorrectly what is heard. Such an impairment may cause the student not to hear or to comprehend rapidly spoken information such as procedural instructions, descriptive background, or questions posed by other students and answers given before the actual test begins.

- Student may be given written instructions or information ordinarily read aloud by examiner.
- Oral or sign language interpreter may translate oral instruction and information.

## VISUAL IMPAIRMENT

A visual impairment may represent a physical diminution or complete loss of vision or the inability of a person to perceive what is viewed through the eye. Such an impairment may cause a student not to see or comprehend written material which may include announcement of test dates, procedural information, and content of the examination itself. In addition, visual perceptual problems (which may include inability to discriminate figure or ground, sequencing and letter reversals, and similar shaped letters) may preclude comprehension of printed test materials and/or completion of a standard answer sheet or essay exam in the usual manner.

### Adaptations

- Arrange for a special edition of the exam, i.e. on tape, individually read, e-text, larger print, or braille.
- Student may use electronic optical aids, such as a Close Circuit Television (CCTV), which enlarges the print or scan and read software which changes the form of the print to be usable for people with visual impairments.
- Student may record answers by typing or taping.
- Student may dictate answers to a proctor who marks the answer sheet or writes the essay or use voice recognition computer technology (i.e., Dragon Naturally Speaking)
- Where spelling and punctuation are related to course objectives, student and instructor may determine a way for grammar to be evaluated within the parameters of the adaptation.

## MOTOR IMPAIRMENT

Movement of any limb or fine motor ability. It may involve limitations in performing certain acts such as reaching and entering the exam site or sitting for long time periods of time. Motor impairment broadly describes any disability which limits functional manipulating test materials (i.e. scratch paper, pencils, calculators, etc.), and transcribing responses.

- Arrange for exam to be given in accessible building and classroom; arrange for a lab assistant, etc.
- Arrange for a proctor to assist manipulation of test materials, marking exams, and writing numbers and/or symbols as directed by student.
- Arrange for alternative methods of recording answers such as typing or taping.

## SPEECH IMPAIRMENT

A speech impairment may cause a student to be unable to speak, to mispronounce certain words, to speak slowly or in a manner hard to understand. Such an impairment rarely restricts a student in a written examination; however, depending upon the extent of the impairment, it may have a great influence on oral recitation types of examinations.

- Written examinations might be substituted for oral recitation exams.
- Student may write his/her response for an oral recitation and have that presentation read by an interpreter.
- Student may use an auxiliary aid such as a word board or interpreter for classroom participation.

## HIDDEN DISABILITIES

Among the vast range of disabling conditions which are not usually visible or readily detectable to the casual onlooker are seizure disorders and other problems related to brain injury or neurological dysfunction; cardiovascular diseases; musculo-skeletal problems (from arthritis to back injury); respiratory disease or dysfunction (such as asthma and chemical or environmental allergies); systemic diseases or dysfunctions (such as lupus, diabetes, cancer, etc.); and learning disabilities. Some students with hidden disabilities must cope daily with constant severe pain, a high level of fatigue, or medications which may affect classroom performance. Because needs will differ widely, adaptations should be made in close consultation with the student. Specific information follows on the most common hidden handicap, a learning disability.

## LEARNING DISABILITY

A learning disability is a documented perceptual handicap which affects the ability to process information in people of average to above average intelligence. Different individuals may have difficulties in one or more areas of receiving or sending information. These may include spelling, reading, handwriting, short-term memory, attending, organizing, following directions, spatial relations, math, even translating aural cues.

- Arrange for alternate methods of recording answers such as taping, typing, or dictating answers to a proctor who marks the answer sheet or write the essay.
- Arrange for special edition of the exam, i.e. on tape, individually read, in large print, in essay form as opposed to short-answer or in short-answer form as opposed to essay.
- Where spelling and punctuation are related to course objectives, student and instructor may determine a way for grammar to be evaluated within the parameters of the adaptation.
- Allow student to use a dictionary and provide additional time.
- Allow use of a word processor spell-check/grammar-check capability, etc.
- Permit test to be given individually in a quiet room without distractions.



## TEACHING APPROACHES

The following teaching approaches facilitate learning on the part of all students:

- Provide a course syllabus or other clear structure for course materials and assignments, preferable with due dates.
- Present material in more than one mode (e.g., visual as well as aural).
- Monitor the class to see how well students understand the concepts being presented, providing opportunities for students to clarify unclear points.
- Delineate for students an appropriate learning methodology for your discipline.

## CONFIDENTIALITY

Information that a student does or does not have a disability for which special accommodation must be made is not a part of public information and must be treated as confidential. Every effort must be made to preserve the privacy of the student who needs special accommodation and to treat the individual with the same dignity and courtesy accorded to all other students in the classroom. Confidentiality requirements are dictated by federal and state law. Questions regarding confidentiality may be directed to the Dean of Student Services.



# EMERGENCY PROCEDURES

Consult the student involved for information on emergency medical procedures if a high likelihood exists that a medical emergency may occur in class. The student will be the best guide for what to do. In any medical emergency, remain calm. If you need medical assistance, send a student to the nearest telephone and contact the Office of Disabled Student Programs & Services, Health Services or Campus Police.

## IN THE EVENT OF AN EMERGENCY SITUATION REQUIRING EVACUATION

- The safe exit of every individual from the building will naturally be a priority for all college personnel. Students in wheelchairs and others with mobility disabilities should move toward the nearest marked exit. As a first choice, the wheelchair occupant or other person with a disability may attempt to use the elevator, although in a fire, elevators will be inoperable.
- The person with a disability may request help from others. If this is the case, ask the individual for instructions on lifting or moving (Must the individual be moved in the wheelchair or with other support? If so, where can the chair be safely grasped for lifting, i.e. handlebars, wheel rims, etc.?).
- If a power wheelchair must be moved downstairs, remove batteries before attempting to transport it. Make sure the foot rests and arm rests are locked. If a seatbelt is available, secure the person in the chair. A relay team arrangement may be needed. If it is not possible to carry the individual downstairs, the wheelchair occupant or other person with a disability should stay in the exit corridor on the landing in the stairwell.
- Exit corridors and stairwells are marked with exit signs and are protected with self-closing, fire-rated doors. These are the safest during an emergency. Rescue personnel (Fire and Police) are trained procedurally to check first all exit corridors and exit stairwells for any trapped persons.

# SERVICES FOR STUDENTS WITH A DISABILITY

A primary goal of the Disabled Student Programs & Services (DSP&S) is to assure an equal educational opportunity for the disabled. The services listed below have been designed to ameliorate the architectural, sensory, language, or social barriers that may infringe upon that opportunity.

## ACADEMIC ADVISING

## MOBILITY ASSISTANCE

Visually impaired students are given an orientation to the campus by the DSP&S office staff. There is also wheelchair loan available on an emergency basis.

## NOTETAKERS

Hearing impaired, learning disabled, visually impaired or severely physically disabled students are





## CLASSROOM TIPS

- It is important to have the student's attention before speaking. The deaf student cannot hear the usual call to attention. He may need a tap on the shoulder, or wave, or other signals to catch his eye.
- Speak slowly and clearly, enunciating each word, but without exaggerating or over pronouncing. Although it is necessary to speak slowly and clearly, exaggeration and overemphasis distorts lip movements, making lipreading more difficult. Try to enunciate each word, but without force or tension. Short sentences are easier to understand than long sentences.
- Look directly at the student while speaking. Even a slight turn of the head can obscure the student's vision, making lipreading more difficult. Avoid holding hands and books where they hide your face.
- Try to maintain eye contact with the student. Deaf students, like most students, prefer the feeling of direct communication. Eye contact establishes this feeling. Even in the presence of an interpreter, try to communicate to him. The student can then turn to the interpreter as he feels the need.
- Try to rephrase a thought rather than repeating the same words. Sometimes particular combinations of lip movements are very difficult for a student to lipread. If he is not understanding you, try to rephrase the sentence.
- The student should be seated to his best advantage. Generally this is up to the student. It is very helpful if the instructor will assist the student to select an appropriate seat if he fails to do so.
- Try to avoid standing with your back to a window or other light sources. Looking at someone standing in front of a light source practically blinds the deaf student. Lip reading is difficult, if not impossible, since the speaker's face is left in shadow.
- Notify the interpreter in advance when you plan to use materials that require special lighting. Since it is impossible to lipread in the dark, the interpreter must have advance notice so necessary lighting can be provided.
- A brief outline would aid the interpreter and the student to follow the lecture. It is very helpful to a deaf student to know in advance what will be studied next. He will then have a chance to read

- Slowing the pace of communication often helps to facilitate comprehension. Speakers tend to quicken their pace when familiar with the material. In addition, there is an unavoidable time lag in the presentation when an interpreter is involved. Try to allow a little extra time for the student to ask or answer questions since he has less time to assimilate the material and to respond.
- When vital information is presented, try to make sure the deaf student isn't left out. Write on the chalkboard any changes in class time, examination dates, special assignments, additional instructions, etc. In lab or studio situations, allow extra time when pointing out the location of materials, referring to manuals or texts, etc., since the deaf student must look, then return his attention for further instruction.
- In the absence of an interpreter/captionist, questions or statements from the back of the room should be repeated. Deaf students are cut off from whatever happens that is not in their visual area. Since it is often necessary to know the question in order to fully understand the answer, questions or statements from the back of the room should be repeated. If the student is clearly having difficulty in following the class and you feel an interpreter is necessary, contact Disabled Student Programs & Services.

# STUDENTS WITH PHYSICAL DISABILITIES



#### Educational Implications:

- Remain calm. The other students in the class will assume the same emotional reaction as that shown by the instructor.
- Be sure the person having a convulsion is in a safe place.
- Loosen tight clothing and turn him on his side.
- Do not force hard objects between his teeth or give him anything to drink.
- Stay with the person experiencing the seizure until he has fully recovered from the confusion that sometimes follows a convulsion.
- Epileptics subject to grand mal seizures usually take medications. Drowsiness or lack of concentration is often a side effect.

#### TRAUMATIC SPINAL CORD INJURY

SCI may result from traumatic incidents such as auto accidents, sports injuries, falls, and birth injuries. Fracture or dislocation of the vertebrae may cause irreparable damage to the cord which relays messages from the brain to all parts of the body.

#### Educational Implications:

- The student may have paralysis and loss of sensation below the point of injury.
- Absence from school may result from urinary tract infections, respiratory problems and

## MULTIPLE SCLEROSIS

Little is known about the cause of this disorder. The disease attacks the myelin sheath surrounding the nerve fibers of the spinal cord and brain tissues. While MS is a progressive disease, it will often be characterized by periods of recovery. The symptoms include tremors of the limbs, particularly when the person tries to control his movements, slow and deliberate speech, and ocular abnormalities (nystagmus or involuntary eye movements).

### Educational Implications

- The student's physical condition may vary greatly.
- The student may require the services of notetakers, readers and/or examination assistance.
- Vision may be impaired.
- The student should avoid overwork and fatigue.

## MUSCULAR DYSTROPHY

There are several different types of muscular dystrophy. However, all are characterized by a gradual degeneration of muscles. In the later stages, there is a replacement of muscle tissue with fatty tissue. The most common form of MD (Duchene) is caused by a sex-linked recessive trait. Death usually occurs in late teens or early twenties as a result of heart or respiratory failure.

### Educational Implications

- The student will have difficulty in grasping heavy objects. Writing will probably be slow and laborious.
- The student may require the services of notetakers.
- Motivation is quite often a problem with older MD students.

## POST-POLIO

Polio is an acute viral disease of the nervous system. The virus causes inflammation of the central nervous system. The primary area of attack is the spinal cord, nerve bundles attached to the cord, and areas of the brain surrounding the cord's upper end. The individual is left essentially paraplegic, but without the sensory involvements that occur in most cases of spinal cord injury.

### Educational Implications

- The student may have paralysis or non-functional use of his limbs.
- Absence from school may result from respiratory or urinary tract infections.
- Physical capabilities of the student will depend upon the extent of the damage caused by the virus.

## ACQUIRED BRAIN INJURY

The fastest growing disability of this decade is acquired brain injury (ABI), which is also called traumatic brain injury (TBI). In the past, people who died from car and motorcycle accidents, falls, blows to the head, gunshot wounds, strokes, and brain tumors, are now being saved by advanced medical technology.

The long-term, residual effects of traumatic brain injury may affect any combination of body systems. Some of these effects are short attention spans, comprehension and memory difficulties, trouble with abstract reasoning, and inability to generalize concepts from one situation to the next. In academics, students with brain injuries may demonstrate significant delays in reading, math and language. Students may also acquire new information at a very slow pace. In the social domain, these individuals typically have less flexible socialization patterns and frequently exhibit inappropriate behavior.

Instructors should employ a number of strategies in order to help students maximize their potential. Some of these can include:

- Present information in a concrete and straightforward manner.
- Use direct statements.
- Be specific.

that is too fast, a vehicle blocking a curb cut or ramp, a sign in the middle of what would otherwise

accordance with established accessibility standards, the station will be usable by most students in wheelchairs.

- For those students who may not be able to participate in a laboratory class without the assistance of an aide, the student should be allowed to benefit from the actual lab work to the fullest extent. The student can give all instructions to an aide - from what chemical to add to what type of test tube to use to where to dispose of used chemicals. The student will learn everything except the physical manipulation of the chemicals.
- Students who are not "confined" to wheelchairs often transfer to automobiles and to furniture. Some who use wheelchairs can walk with the aid of canes, braces, crutches, or walkers. Using a wheelchair some of the time does not mean an individual is "faking" a disability. It may be a means to conserve energy or move about more quickly.
- Most students who use wheelchairs will ask for assistance if they need it. Don't assume automatically that assistance is required. Offer assistance if you wish, but do not insist, and accept a "no, thank you" graciously.
- When talking to a student in a wheelchair, if the conversation continues for more than a few minutes, sit down, kneel, or squat if convenient.
- A wheelchair is part of the person's body space. Don't automatically hand or lean on the chair - it's similar to hanging or leaning on the person. It's fine, if you are friends, but inappropriate otherwise.
- Because a student sitting in a wheelchair is about as tall as most children, and because a pat on the head is often used to express affection toward children, many people are inclined to reach out and pat the person in a wheelchair on the head. Such a gesture is very demeaning and patronizing.
- Students who are physically disabled may miss classes due to medical problems. It is important for instructors to be aware of this possibility and work with the students to accommodate these situations.
- Some students who use a wheelchair, are now using dogs to help them with their daily living skills. These dogs are specifically trained to perform tasks such as carrying books, fetching and delivering items, and opening and closing doors. These dogs also accompany their owners to and from classes.

Students use wheelchairs as a result of a variety of disabilities including spinal cord injury, cerebral palsy, post-polio, multiple sclerosis, severe arthritis, quadriplegia, paraplegia, amputation, muscular dystrophy, and so on. Wheelchairs come in a variety of styles and sizes, with many types of optional

# STUDENTS WITH LEARNING DISABILITIES

The California Assessment System for Adults with Learning Disabilities consists of step-by-step procedures describing the assessment components, procedures, and criteria from the initial referral to the final eligibility decision. Increased consistency in eligibility procedures and a more equitable delivery of learning disabilities program services are the outcomes which result from standardizing the minimum eligibility criteria.

## LEARNING DISABILITIES DEFINITION

Learning disabilities, as defined by Title V in California Community College adults, is a persistent condition of presumed neurological dysfunction which may also exist with other disabling conditions. The dysfunction continues despite instruction in standard classroom situations. Adults with learning disabilities, a heterogeneous group, have these common attributes:

- Average to above average intellectual ability.
- Severe processing deficit (subtest cluster analysis of the intelligence test reveals extreme highs and lows which "average out". This is essentially what makes an LD student of average intelligence different from a non-LD student of average intelligence.
- Severe aptitude-achievement discrepancy (one of the basic skills is below the student's own intelligence level).
- Measured achievement in an instructional or employment setting (one of the basic skills is at least average).

# Learning Disabilities Eligibility Process

To apply this definition to a particular community college student, the following six assessment components must be considered in determining a learning disability. Each component relates to a facet of the learning disabilities definition. Figure 1 describes each eligibility component and illustrates the successive steps to be followed in the LD identification process. The process begins with the initial referral and intake screening, progresses through the six LD eligibility assessment components, and culminates with a determination of eligibility for LD programs and services and recommendations for educational intervention.

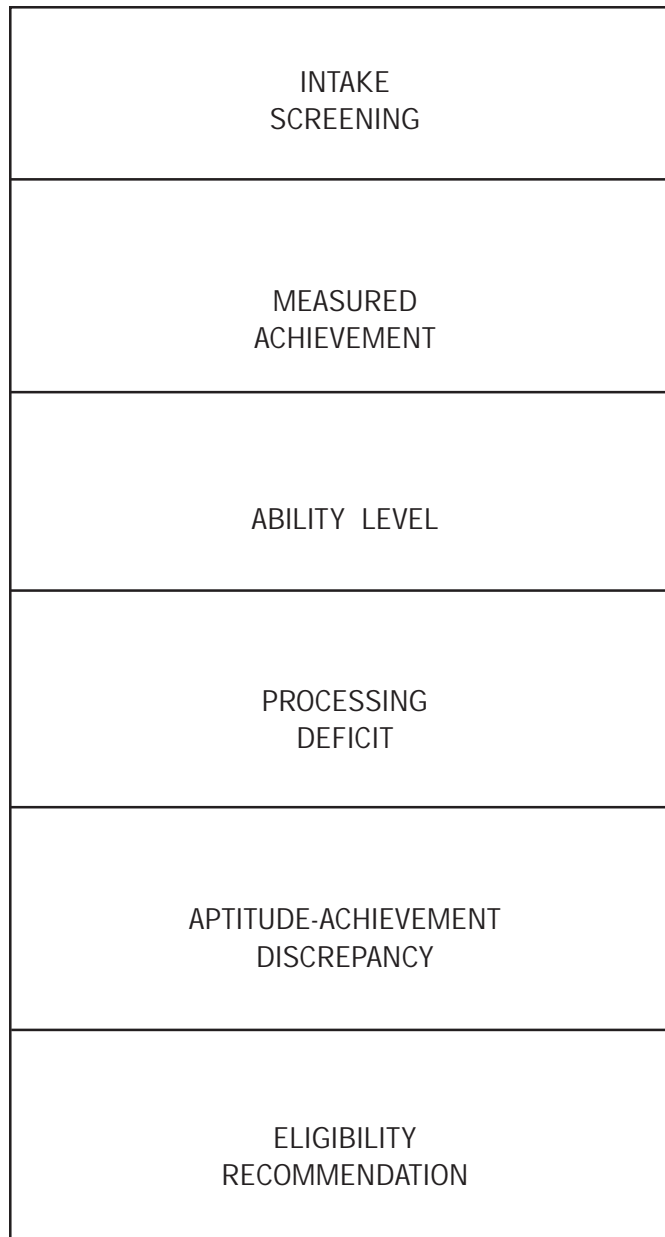


Figure 1: Components of Learning Disability Eligibility Process

## COMMON MISCONCEPTIONS ABOUT LEARNING DISABILITIES

Learning disabilities are the result of...

- Mental retardation or low IQ's . . . .  
(lack of intelligence)
  
- Emotional problems . . . . .
  
- Laziness or lack of initiative . . . . .
  
- Poor educational backgrounds . . . .

***Also, learning disabilities are no***



# Learning With Determination

## L.D. SERVICES:

- Assessment
- Priority registration
- Counseling, academic & disability related
- Support services
- Use of NCR paper (carbonless paper) for notetaking
- Readers for special test administration and taping textbooks
- Help with applying for Recording for the Blind and Dyslexic and Braille Institute equipment
- Check out of tape recorders and 4-track players for RFB tapes
- Liaison with students' instructors
- Special test administration for regular classes (extended time, distraction free)
- Guidance 85 A&B - Learning to Learn, Multisensory Reading and Written Composition – Special class for reading, writing, spelling and language
- Adaptive computer equipment, scanners, Naturally Speaking (dictation software)
- Guidance 86 Learning Management – Special class for study skills –
- Referral with introduction on referral sheet, to other campus services: Counseling, Financial Aid, Peer Tutoring, Job Placeting, 6Cyg, FIDtyxciat 2p97(0 -1.8218 nm28U(mxg, Flf1 -1.- Cre ounsiging and Club,en 3



# PSYCHOLOGICALLY DISABLED

A psychological disability is an invisible disability. The experience is unique to each person. Limitations are not usually intellectual in nature, although age of onset often results in disrupted learning and forgotten academic and vocational goals. Research indicates that the presence of symptoms doesn't necessarily interfere with learning.

People who have experienced psychoses or "breakdowns" remember themselves as they were before the "break." Low self-esteem and the fear that another break will occur are common, especially during times of increased external pressure. If supports are not in place, such as the presence of a person who can step in and solve concrete problems without delay, efforts to solve problems may not be effective, and the fear may increase. This may lead to a downward spiral in the person's ability to perform functions of daily living. The bottom of such a spiral may be loss of home, friends, income, family support, school classes, career, and so forth.

## MYTHS

Many myths about disabilities are founded in superstition, such as the belief that the disability is contagious. Other myths result from misinformation: mental disability or mental illness is the same thing as mental retardation; it is incurable or can be "cured" by pulling oneself up by the bootstraps; one can "tell" if a person is mentally ill; schizophrenics have multiple personalities; people with psychological disabilities are homeless and jobless; lac028 Tciag.

## Educational Implications

- Due to the age of onset of the disability, academic achievement may not be appropriate to the person's age group and intellectual ability.
- Some limitations may be attributable to the side effects of medications, which may include restlessness, drowsiness, fatigue, blurred vision, memory lapses, thirst, agitation, or involuntary movement of hands, feet, or facial muscles. Any or all of these may cause the student to leave the classroom for frequent breaks or to need assistance with lecture notes and reading.
- The student may have difficulty with taking exams and studying, being flexible, staying focused on an essay topic.
- Attending class regularly and/or on time, making and keeping appointments, and/or meeting deadlines.
- The student may have difficulty in planning, asking for help, problem solving in new

# ADAPTIVE TECHNOLOGY

# LEGISLATION

## SECTION 504 OF 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 are 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*

# GLOSSARY

## ADAPTIVE PHYSICAL EDUCATION

Modified physical and sport activities which allow disabled persons to participate in a Physical Education Program.

## APHASIA

A language disorder that may be receptive, making it difficult for the person to understand spoken language; or productive, making it difficult for the person to produce coherent language.

## BARRIERS

Some common standards that eliminate barriers are: Walks: 4' minimum width, Doors: 32" minimum *clear* opening,

## DEVELOPMENTAL DISABILITY

A developmentally disabled person is one who has a disability which originated before the individual attained age 18, continues or can be expected to continue indefinitely, and constitutes a substantial handicap for the individual. This term includes mental retardation, cerebral palsy, epilepsy, autism, and handicapping conditions found to be closely related to mental retardation or to require treatment similar to that required for mentally retarded individuals. A term used for conditions due to congenital abnormality, trauma, deprivation, or diseases that interrupt, or delay the sequence and rate of normal growth, development, and maturation. This term is used synonymously with mental retardation.

## PERSONS WITH A DISABILITY

This term refers to any person who: (1) has a physical or mental impairment that substantially limits one or more major life activity, e.g., caring for one's self, performing manual tasks, waking, seeing, hearing, speaking, breathing, and learning; (2) has a record of physical impairment that



## LARGE PRINT BOOKS

A number of sources produce large print books for the individual with low vision. Most ordinary print is six to ten "points" in height (about 1/16 to 1/8 of an inch). Large type is 14 to 18 points (about 3/16 to 1/4 of an inch) and sometimes larger (usually 8 ½ by 11 inches).

## LEARNING DISABILITY

Learning disability in California Community College adults is a persistent condition of presumed neurological dysfunction which may also exist with other disabling conditions. This dysfunction continues despite instruction in standard classroom situation. Learning disabled adults, a heterogeneous group, have these common attributes: a) average to above average intellectual ability; b) severe processing deficit; c) severe aptitude-achievement discrepancy(ies); d) measured achievement in an instructional or employment setting; and e) measured appropriate adaptive behavior in an instructional or employment setting.

## MENTAL RETARDATION

Below normal intellectual functioning that has its cause or onset during the developmental period and usually in the first years after birth. There is impaired learning, social adjustment, and maturation. The causes may be genetic. Rubella in the first trimester of pregnancy may be associated with mental retardation. Intrauterine trauma or infection may also cause this condition. The degree of intellectual impairment is classed on the basis of the Wechsler I.Q. scale as follows: Mild, I.Q. 69-55. Moderate, I.Q. 54-44. Severe, I.Q. 39-25. Profound, I.Q. below 25.

## PHYSICAL DISABILITY

A disability attributable to vision, orthopedic, or other health impairments.

## RAMP

A ramp should be at least 4' in width and have a gradient no greater than 1:12.

## READER

A volunteer or employee of the blind or partially sighted student who reads printed material.

## TALKING CALCULATORS

Various models of hand held or desk type calculators that "speak" and come with an assortment of basic functions from independent memory to accumulating memory.

## TELECOMMUNICATION DEVICES FOR THE DEAF

TDD's are instruments such as the teletypewriter (TTY) that allows persons who are deaf to communicate over the telephone.

*RIVERSIDE COMMUNITY COLLEGE*

Disabled Student Programs & Services

To: \_\_\_\_\_

From: Disabled Student Programs & Services

Subject: Tape Recording Agreement

The student named on this form has been determined eligible for classroom academic support accommodation/s (tape-recording lectures) under section 56026 of Title V, ADA, and The Rehabilitation Act of 1973, section 504, and has signed the agreement below. If you have any questions please contact DSP&S at Riverside 222-8060.

DSP&S Staff Approval: \_\_\_\_\_ Date: \_\_\_\_\_

TAPE-RECORDING AGREEMENT

I \_\_\_\_\_ understand that, as a student enrolled at Riverside Community College, who has a disability affecting my ability to take or read notes, I have the right to tape record my class lectures for use in my personal studies only. I realize that lectures taped for this reason may not be shared with other people without the written consent of the lecturer. I also understand that tape-recorded lectures may not be used in any way against the faculty member, other lecturer, or students whose classroom comments are taped as part of the class activity.

I am aware that the information contained in the tape recorded lectures is protected under federal copyright laws and may not be published or quoted without the expressed consent of the lecturer

RIVERSIDE COMMUNITY COLLEGE  
Instructional Media Center 222-8511  
Disabled Student Programs & Services 222-8060

**REQUEST FOR VIDEO CAPTIONING**  
Insure Accessibility For Students With Hearing Impairments

This form is designed for use by faculty members to request captioning of video tapes being shown in classes where there is/are students who have a hearing impairment. PLEASE ALLOW A MIN. OF TWO WEEKS PER TAPE.

**Submit this form to DSP&S**

Date Submitted: \_\_\_\_\_ Submitted To: \_\_\_\_\_

Date Needed: \_\_\_\_\_ Instructor: \_\_\_\_\_  
(two week minimum advance notice required per tape)

Department: \_\_\_\_\_ Phone #: \_\_\_\_\_

Title of Video: (Immediate need/present semester)

1) \_\_\_\_\_ Call # \_\_\_\_\_

2) \_\_\_\_\_ Call # \_\_\_\_\_

3) \_\_\_\_\_ Call # \_\_\_\_\_

4) \_\_\_\_\_ Call # \_\_\_\_\_

Comments: \_\_\_\_\_

Title of Video: (future need/next semester)

1) \_\_\_\_\_ Call # \_\_\_\_\_

2) \_\_\_\_\_ Call # \_\_\_\_\_

3) \_\_\_\_\_ Call # \_\_\_\_\_

4) \_\_\_\_\_ Call # \_\_\_\_\_

Comments: \_\_\_\_\_

Estimated Time of Completion (Date): \_\_\_\_\_

Date Received: \_\_\_\_\_ Date Completed: \_\_\_\_\_ Date Returned \_\_\_\_\_

Staff Signature: \_\_\_\_\_

# RIVERSIDE COMMUNITY COLLEGE DISTRICT

## *Disabled Student Programs & Services*

Hearing Impaired • Physically Disabled • Learning Disabled • Visually Impaired • ABI • DDL • Psych • Other Disabilities

### *Test Accommodation Request Form*

Student Name: \_\_\_\_\_ ID #: \_\_\_\_\_ Today's Date: \_\_\_\_\_

Campus: **Riv** Adm 121 ☐ **Nor** SSV 123 ☐ **M.V.** SCI 150 ☐ **LD** Lib 110 ☐  
909/222-8060 909/372-7070 909/571-6138 909/222-8642, 222-8643, 222-8639

The student named above has been determined eligible for test taking assistance under section 5602 of Title V regulations and is requesting this accommodation. Our offices provide **supervised** test proctoring for students who are eligible. The integrity of your test is assured. Testing materials are kept in a secure location before and after the