



**FACULTY GUIDE
FOR STUDENT ACCOMMODATIONS**

ACCESSIBILITY SERVICES OFFICE (AS)
Revised 2017

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FREQUENTLY ASKED QUESTIONS

What kinds of disabilities are served by the Accessibility Services Office (AS)?

All disabilities are served, including those that are hidden. Hidden disabilities may include learning, medical, physical, emotional and psychiatric. They may also be continuous, intermittent, or temporary.

Who is eligible for services?

Any student of Louisburg College who has a documented disability is eligible for services. The AS can provide referral for appropriate testing and documentation of disabilities.

What is an accommodation?

A reasonable accommodation is a modification or adjustment to a course, program, service, activity or facility that enables a qualified student with a disability to have an equal opportunity to attain the same level of performance or enjoy equal benefits and privileges as are available to similarly situated students without disabilities (Louisburg College Accessibility Services Handbook, 8)

Why do I have to provide academic accommodations?

Federal law requires that you provide reasonable accommodations. Since the passage of the Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA), individuals with disabilities are attending colleges and universities in increasing numbers. The Rehabilitation Act states that “no otherwise qualified handicapped individual...shall, solely by means of handicap be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving federal financial assistance.” With the passage of the ADA, this mandate was expanded to any public or private institution. Subpart E of the Rehabilitation Act requires an institution to be prepared to make reasonable academic accommodations to allow students with disabilities full access to the same programs and activities available to students without disabilities.

What if I cannot implement a requested accommodation?

If you have a question, or think you will have difficulty providing any accommodations requested, the first step is to contact the AS office. The AS office will clarify any information, as well as assist you with the resources you need to provide the accommodations.

Why is “extended time on test” recommended so often?

Students attending college may have a variety of disabilities. Extended test time is the accommodation most common for students with disabilities because many disabilities affect processing time. Therefore, the student needs additional time to rephrase the questions in a way he/she can understand and answer. A student with a disability affecting motor control of his/her extremities may need additional time to write the answers. Examinations need to be modified to allow students with disabilities to demonstrate their abilities, not the limitations of their disabilities.

As a faculty member, can I know specific information about a student’s disability?

The AS office cannot release information about a student unless the student signs a release for exchange of information.

What if I suspect a student in my class has a disability and would benefit from accommodations, but I do not think he/she is working with the AS office?

Many referrals to the AS are from faculty members who have noticed a student having difficulty in class. If you see a student struggling and suspect a disability, you are encouraged to contact the AS. The AS office will help develop an appropriate strategy for approaching the student about the difficulty the student is experiencing.

Adapted from Meredith College’s Disability Services Handbook
Revised August 2014

ENCOURAGING DISCLOSURE

Accommodations for students with disabilities are best arranged when there is sufficient time for planning and problem solving. However, because of the stigma associated with disabilities, students often find it difficult to bring up the subject of accommodations. As a course instructor, you can facilitate early planning by encouraging students with disabilities to disclose their condition to you and begin the discussion of what accommodations might be needed. A good way of encouraging such discussion would be to include a statement in your syllabus that announces your willingness to talk about accommodations with students who may need them. The Accessibility Services Office (AS) encourages the following statement for your syllabus:

Louisburg College is an equal opportunity provider. If you have a documented disability -- physical, psychological, or learning disability -- you may be eligible to receive reasonable accommodations in college. Students requesting accommodations should contact the Accessibility Services offices in Taft 107 or 111 within the first two weeks of the semester. Students who register for accommodations are encouraged to contact Mrs. Robin Faulkner within the first two weeks of class to discuss classroom and testing needs. Please note that using your accommodations can significantly and positively influence your success in college.

Such announcements help set a tone of acceptance of differences and of a willingness to make your course accessible to everyone. Reinforcing this information verbally during class time will provide additional emphasis and reassurance to students.

DOCUMENTATION ISSUES

All students with disabilities must provide appropriate disability documentation in order to receive accommodations. Generally, this documentation is provided to the Accessibility Services Office (AS) and remains confidential until the student gives permission for our office to release information. As an instructor, if asked to make disability-related accommodations, you are entitled to know that the student has provided documentation and what the functional limitations are for that particular student. Part of our role is to provide that verification and to serve as a consultant to determine appropriate accommodations. We do not provide details of the specific diagnoses or history of a condition, unless requested to do so by the student. If a student requesting accommodations is not using our office, please encourage him/her to do so. Contact our office at any time to consult about a request that has been made and to identify reasonable accommodations.

COMMON DISABILITIES IN THE CLASSROOM

ATTENTION DEFICIT/HYPERACTIVITY DISORDER

A person diagnosed with Attention Deficit/Hyperactivity Disorder (AD/HD) has difficulty focusing and concentrating on complex tasks. There are three types of AD/HD: combined type, predominantly inattentive type, and predominantly hyperactive-impulsive type. AD/HD is characterized by inattention and distractibility, and in the case of the predominantly hyperactive-impulsive type, restlessness or an increased energy level. These individuals describe their experience similar to having a conversation with a friend while a TV and radio are running. It takes a great deal of energy and determination for individuals with AD/HD to stay focused, particularly in situations that require sustained mental effort or lack novelty.

Research suggests that anywhere from 30-70% of children diagnosed with AD/HD will continue to have it as an adult. Some who are diagnosed benefit from taking psycho-stimulant medication or antidepressants. The most commonly prescribed medication for AD/HD is Ritalin. The medication serves to help maximize a student's ability to focus and concentrate. Some individuals can take medications that are time-released; others take medication that works for a limited time.

Accommodations for the student with AD/HD may include, but are not limited to:

- Preferential seating location
- Use of note taker or digital recorder
- Extended test time
- Separate setting
- Written and oral directions and deadlines

Suggestions for faculty when working with students with AD/HD:

- A student with AD/HD benefits from structure and organization. When possible, provide outlines of major topics to be covered before each lecture. A detailed syllabus can also be helpful.
- Provide directions for assignments in writing.
- Allow students with AD/HD to photocopy your lecture notes or a classmate's notes
- Allow a student to take a photo of any notes written on the board
- Provide students with AD/HD feedback about their level of participation in the class.
- Visual aids and demonstrations may be helpful in keeping the attention of a student with AD/HD.
- The student with AD/HD may need assistance in setting mini-deadlines for large projects.

HEARING IMPAIRMENTS

Hearing impairments are often hidden disabilities that range from mild hearing loss to deafness. Students with severe hearing loss may use either American Sign Language interpreters or Cued Speech transliterators. Some students read lips and rely on seeing the speaker. A hearing aid may help some individuals hear and understand speech, but the hearing aid will never restore hearing to normal. Certain kinds of hearing losses may create distortion of sounds as well as a reduction in loudness. Classrooms typically have considerable background noise that increases the difficulty for students with hearing impairments.

Accommodations for students with hearing impairments may include, but are not limited to:

- Sign language interpreter or cued speech transliterator
- Note taker
- Digitally recorded lectures (for example, using a LiveScribe pen)
- Instructors using a lapel microphone for an assistive listening device (for example, an FM system)
- Preferential seating
- Written sheet identifying “new” terms
- Visual aids
- Lectures with written outlines or notes on the board

Classroom Accommodations:

- A student who uses an interpreter should ask the interpreter to sit where both the interpreter and the instructor can be seen by the student simultaneously.
- The student will need a seat in the front of the classroom where the instructor, blackboard, or overhead projector screen can be seen clearly.
- A student who reads lips should ask the instructor to face the class and speak clearly in a normal fashion. To aid in lip reading, the lighting in the room should not be too bright behind the instructor.
- A student with a hearing impairment will be better able to participate in group discussions if the class sits in a circle.

Suggestions for faculty when working with a student with a hearing impairment:

- Avoid turning your back to the student when speaking, and try to avoid standing with your back to a window or other light source.
- When a film is being shown, try to provide a written transcript when available. This document can usually be ordered in advance through the film company.
- When the student uses an interpreter during a film, it is helpful to have the interpreter sit or stand next to the screen or TV (if the film is not captioned).
- Repeat questions or comments made by others in the room.
- Do not block your mouth with hands or other objects.

VISUAL IMPAIRMENTS

Students with visual impairments may have vision ranging from blindness to low vision. A student with low vision can usually read materials in large print and may use a cane for mobility. A student who is blind has no functional vision and may rely upon mobility devices such as a cane or guide dog. Students with visual impairments may use paid or volunteer readers or devices such as digital recorders, computers, Braille print, or text-to-speech devices.

Accommodations for visually impaired students may include, but are not limited to:

- Preferential seating
- Recorded lectures
- Recorded texts
- Large print materials
- Alternate test format: oral, Braille, or large print
- Use of voice dictation or a computer for enlarging text
- Use of scribe or note taker
- Extended time and alternate locations for examinations
- Extended time for research requirements

Classroom Accommodations:

- Some students with visual impairments use a guide dog. These dogs are highly trained and disciplined and should not be distracted from their duties.
- Inform the student if the furniture has been rearranged.
- When offering a seat to a student, place the student's hand on the back or arm of the seat and allow the student to seat himself or herself.
- Clear pathways of obstructions.

Suggestions for faculty when working with a student with visual impairments:

- Clearly and precisely, read out loud anything written on the board.
- Do not use "this and that" phrases. For example, "the sum of this and that" or "the lungs are located here and diaphragm there." Precise verbal descriptions should be given.
- Provide enlarged copies of material presented in class. Course materials on the computer simply need to be printed in a font size that the student can read; using the enlargement feature on a copier will work for other materials.
- Using large print on the blackboard or enlarged print on an overhead projector may be helpful to students with visual impairments.
- The director of the AS office can assist you in having materials put into Braille. Few people have the special training necessary to put materials into Braille, particularly math notations and symbols, so it is helpful to have as much notice as possible in making arrangements for courses.
- Identify yourself when talking with a student with a visual impairment and let him know when a conversation is finished. A student with visual impairments cannot always depend on recognizing a voice in knowing with whom he or she is talking and does not always realize when a person has walked away and ended a conversation.

MOBILITY IMPAIRMENTS

A mobility or motor impairment is defined as partial or total loss of the function of a body part, usually a limb or limbs. This may result in weakness, poor stamina, lack of muscle control, or total paralysis. A student with a mobility impairment may use a wheelchair, cane or crutches, or simply walk at a slower pace. Motor impairments range from very visible injuries, like that of the spinal cord and amputation, to less obvious conditions such as a chronic back disorder.

The need for adaptation varies among students with mobility impairments. Therefore, the student should be consulted regarding the areas and extent of adaptation needed for him or her. There are, however, some general considerations that apply to most students with mobility impairments.

Accommodations for students with mobility impairments may include, but are not limited to:

- Relocating classes to more accessible locations
- Providing space among the desks for a wheelchair or a wheelchair accessible desk/table
- Accommodating seating arrangements as needed for other mobility impairments
- Providing advanced notice if the class activity will be held elsewhere
- Reducing the writing load through the use of handouts, supplementary tests, etc., using a note taker or digital recorder
- Providing consideration for lateness due to difficulties in the location of classroom or schedule
- Extending time for tests
- Using a computer for written work
- Using a scribe or assistive technology for tests
- Allowing recorded test responses
- Providing instructor's notes when appropriate and copies of overheads when possible to reduce the need for writing

Suggestions for faculty when working with students with mobility impairments:

- Do not assume that students with motor impairments cannot participate in an activity; always consult with the student regarding limitations.
- Incorporate the student into group activities. This may include adaptive equipment, pairing the student with another classmate, or pairing the student with an assistant.

Suggestions for students with mobility impairments:

- As soon as a disabled student receives his or her schedule of classes, he or she should report to the AS Office so that the staff can make sure that all of the classrooms are accessible. Once in a class, a student should request that aisles and doorways are kept free of obstacles.
- A student with a documented disability should notify his or her instructor if he or she has to take alternate routes from class to class that could cause tardiness.

- Sinks, storage shelves, and aisle width may pose problems and should be adjusted to meet the disabled student's individual needs as much as possible. Facilities Services can assist in making necessary modifications.
- Many physical education class activities can be modified to enable a student to participate within his or her physical abilities. Consult the Athletic Department to discuss physical education requirements.
- If a class includes field trips or fieldwork, a student should work with the instructor in choosing accessible sites or considering how some sites could be made accessible.

PSYCHOLOGICAL DISABILITY CONDITIONS AND ACCOMMODATIONS

Individuals with disabilities, including individuals with anxiety disorders and other psychological disorders, are eligible for accommodations. Licensed psychologists and psychiatrists may assess a student as having a psychological disorder and may recommend accommodations. The AS Office will work with the student and faculty to consider accommodations for the classroom as appropriate.

WAYS TO HELP STUDENTS IN THE CLASSROOM

Acquiring Information

- Provide a detailed course syllabus, clearly defined course requirements, and exam/assignment dates
- Provide clearly written materials
- Provide illustrations, handouts, and visual aids
- Team a skilled reader with a less skilled reader
- Recruit volunteer note takers in the classroom
- Vary instruction modes; use more than one method to demonstrate or explain information
- Digitally record written material (give a syllabus in advance for students using recorded textbooks)
- Allow students to digitally record lectures

Expressing Information

- Provide alternative ways for students to complete a task (such as dictation or oral presentation)
- Proofread written work
- Stress organization and ideas rather than mechanics when grading spontaneous writing assignments
- Ask for a volunteer note taker
- Allow use of word processing, spell check, and grammar check software
- Make provisions for writing revisions (give feedback so that a student may continue in a better direction)
- Allow students to walk around and talk while brainstorming or thinking

- Use demonstration rather than lecture method only
- Have students construct a collage of words and images on topic
- Have students represent ideas as a work of art such as a sketch, painting, sculpture, or collage
- Stimulate ideas by presenting photos, art work, film, and video

Applying Information

- Break information into small steps if teaching many new tasks in one lesson (include objectives, review of previous lesson, and summary)
- Allow time for feedback and clarification (interpretation) of directions and essential information
- When teaching a new task, relate concept to a similar task or procedure already learned
- Repeat or give additional examples of instructions
- Provide advance notice of changes in assignments or test dates
- Provide extended time (tests and assignments) and proctor when necessary
- Provide study guides or review sheets for exams

Adapted from "From Screening to Accommodation: Providing Services to Adults with Learning Disabilities"

Revised August 2014

DOs AND DON'Ts

DO

- Ask questions if you do not understand something or you are not sure how to proceed.
- Hold up your end with regard to accommodations. This may include asking class members to volunteer to take notes or providing copies of exams to the Accessibility Services office (AS).
- Treat students with disabilities with the same courtesies you would afford to other students.
- Respect the privacy of students with disabilities. They need not disclose their disability to fellow students. While they must disclose their disability to the AS office in order to access accommodations, this does not require disclosure to everyone.
- Raise appropriate questions. Questions may lead to the college's addressing certain types of requests more consistently and more thoroughly in the future.
- Assist students in following procedures. All requests for accommodations must be lodged with the AS office and not individual faculty members. This process protects students, faculty, and the institution by ensuring consistency and takes much of the burden off of individual faculty members.

DO NOT

- Engage in philosophical debates about "fairness" to other, nondisabled students, or whether providing accommodations somehow violates your academic freedom. These arguments are unavailing for several reasons. First, philosophical debates about whether and how equal education opportunities are provided to students with disabilities are legally meaningless. Congress has determined how we, as a society, should address equal access to education by passing federal civil rights statutes protecting the rights of persons with disabilities without adversely impacting those without disabilities. Congress has been joined in this effort by most state legislatures as well. Second, academic freedom is not preemptive of federal civil rights statutes.

- Decide not to provide the academic accommodations which have been approved by the AS office. You may subject the college and yourself to liability.
- Leave a student adrift without accommodations. For example, if no volunteers are willing to take notes in a class, make sure the AS director knows.
- Refuse to permit students to digitally record lectures as an accommodation. Any general policy which might permit instructors to refuse the use of digital recorders, without providing for the use by students with disabilities, are legally insufficient.
- Refuse to provide copies of handouts, orally describe information written on the board, or face the class when referring to something written on the board, if these accommodations have been determined appropriate for a student.
- Refuse to provide extended time for tests on the mistaken assumption that doing so would require that all students be given additional time.
- Refuse to provide accommodations until you have personally evaluated a student's documentation of disability. Eligibility for services under the ADA is the job of the disability services personnel, not the faculty.
- Make assumptions about a student's ability to work in a particular field. Most often, concerns that students may not be able to handle the work are based on fears and assumptions, not facts.
- Provide unrequested or unauthorized accommodations. Forward students with unauthorized accommodations requests to the AS office.

HOW LEARNING DISABILITIES MAY AFFECT STUDENTS IN COLLEGE

In addition to the various specific disabilities that have been described in this guide, you may also see a student's diagnosis as "specific learning disorder" on his or her accommodations letter. A "specific learning disorder...diagnosis requires persistent difficulties in reading, writing, arithmetic, or mathematical reasoning skills during formal years of schooling. Symptoms may include inaccurate or slow and effortful reading, poor written expression that lacks clarity, difficulties remembering number facts, or inaccurate mathematical reasoning. Current academic skills must be well below the average range of scores in culturally and linguistically appropriate tests of reading, writing, or mathematics. The individual's difficulties must not be better explained by developmental, neurological, sensory (vision or hearing), or motor disorders and must significantly interfere with academic achievement, occupational performance, or activities of daily living" (American Psychiatric Association, 2013).

Study Skills

- Inability to effectively organize and budget time
- Inability to effectively take notes/outline material
- Inability to understand or effectively follow directions
- Inability to effectively complete assignments on time

Writing Skills

- Frequent spelling errors
- Incorrect grammar
- Poor penmanship
- Poor sentence structure

- Inability to effectively take notes while listening to class lectures
- Problems with organization, development of ideas, and transition words

Oral Language

- Inability to effectively understand oral language when a lecturer speaks quickly
- Inability to effectively attend to long lectures
- Poor vocabulary and word recall
- Problems with correct grammar
- Inability to effectively remember a series of events in sequence
- Inability to effectively pronounce multisyllabic words

Reading Skills

- Slow reading rate
- Inaccurate comprehension
- Poor retention
- Poor tracking skills (skips words, loses place, misses lines)
- Difficulty with complex syntax on tests
- Incomplete mastery of phonics

Math Skills

- Difficulty with computational skills
- Difficulty with reasoning
- Difficulty with basic math operations
- Number reversals/confusion of symbols
- Difficulty copying problems
- Difficulty with concepts of time and money

Social Skills

- Spatial disorientation
- Low frustration level
- Difficulty with delaying problem resolution
- Impulsivity
- Disorientation in time
- Low self-esteem