

**Faculty Handbook: A Guide for Empowering
Students with Disabilities
at
College of the Siskiyous**

INTRODUCTION

Since its inception in 1975, Disabled Students Programs & Services (DSP&S) at College of the Siskiyous (COS) has grown to serve an average of 320 students with disabilities per year. The purpose of this handbook is to help you become more comfortable and effective in working with students with disabilities. It presents information on various disabilities, gives definitions, and suggests classroom accommodations that can be made in your learning environment to enhance student participation and success.

Working Together

The appropriate educational accommodations to ensure access will vary from one student to the next because each student with a disability will have a different level and style of functioning - even within the same disability category. The information in this handbook is intended to facilitate interaction between you and your student. We at DSP&S will work with you and the student to ensure appropriate accommodations. We also invite your input and ideas.

The Law

Post-secondary institutions must take steps to ensure that students with disabilities are not excluded from programs because of the absence of educational auxiliary aids. Federal law states that "No otherwise qualified handicapped individual in the United States ... shall, solely, by reason of his handicap, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance." The Americans with Disabilities Act of 1990 (ADA) extends federal civil rights protection. It prohibits excluding people from jobs, services, activities or benefits based on disability. (See Appendix A, Section 504 of Rehabilitation Act and the ADA).

List of DSPP Services

A major objective of the Disabled Students Programs & Services (DSPP) office at COS is to assure educational access for students with disabilities. DSPP concentrates its efforts on providing services that are not available elsewhere in the college. DSPP makes the following services available to qualified students at COS.

COUNSELING

We provide academic counseling, educational planning, and career counseling. It is considered discriminatory to counsel students with disabilities toward more restrictive careers than students without disabilities, unless such counsel is based on strict licensing or certification requirements in a profession. We coordinate necessary support services and act as a resource to help students obtain appropriate services beyond those provided at COS.

REGISTRATION ASSISTANCE

It is sometimes critical that students with disabilities enroll in a particular section of a class (to coordinate interpreter schedules, for example). In addition, the actual process of registration can be especially difficult and stressful for persons with physically challenging disabilities. To alleviate these problems, DSPS offers registration assistance to qualified students.

LEARNING DISABILITIES ASSESSMENT

Individualized assessments to determine eligibility for learning disabilities services is available at COS. Students are either referred by instructors, rehabilitation counselors, or self-referred. The process for referring students from your classes is described in the section “How to Refer a Student for Support Services”.

HIGH TECH CENTER

The High Tech Center (HTC) trains students with disabilities in the use of assistive computer technology. The Center offers computer technology to students with disabilities, including voice recognition software, screen enlarger software and printers, and reading machines. The HTC offers instruction in the use of word processing, spelling and grammar checking software and assists in the process of making COS computer labs accessible to students with disabilities. (See Assistive Computer Technology section, Appendix B)

TESTING ACCOMMODATIONS

The most appropriate method of administering a test depends upon the student's disability and the design of the test. Students who have disabilities that affect manual dexterity, vision or perception, generally

may be allowed extra time to complete tests. The DSPP office coordinates the services of test taking with accommodations. (See Procedure for Testing Accommodations, Appendix C)

LIAISON TO CAMPUS AND COMMUNITY

Students are encouraged to advise instructors of their disability and work together to receive necessary accommodations. We also help students access appropriate resources in the community over and above what is available at COS. In addition, we work closely together with referring agencies.

PEER NOTE TAKERS

We rely as much as possible on students in the class to provide note taking services for qualified students. The authorized DSPP student will present the instructor with their note-taking request for a note-taker for their class when necessary. The instructor will be asked to suggest a qualified student or to make an announcement in class that a note taker is needed. Interested students should be directed to DSPP office to fill out contract agreement paperwork.

If the student or instructor prefers to name a specific student in the class to provide notes, they are asked to discuss it with that student and make the arrangements with DSPP before the instructor makes an announcement to the class.

Note takers are not paid for their work. They receive a letter of appreciation from the DSPP Director that can be used in their work portfolio. Special note-taking paper (no-carbon-required) is available in the DSPP Office, free to the student with the need for this service, and could be provided to the note taker. Occasionally it is necessary

to have the notes in electronic format. In this instance the note-taker can bring the notes to DSPTS for scanning.

READER SERVICES

Reader services are provided for students with visual impairments, reading disabilities and some physical disabilities. Please be aware that the coordination of reader services requires advance notice. It is helpful for students to know their reading assignments well in advance of the due date.

BOOKS ON TAPE

Taped textbooks may be obtained through Recordings for the Blind and Dyslexic (RFB&D). Students order their books through DSPTS' institutional membership. Students may also purchase their own membership. To supplement RFB&D tapes we rely on the Department of Rehabilitation (DOR) to provide readers. We occasionally utilize student or community volunteers as readers. And if appropriate, we provide electronic voice recordings of texts.

SIGN LANGUAGE INTERPRETERS

Interpreters are professionals who are hired by DSPTS to provide sign language interpretation in the classroom, for students who are deaf/hard of hearing. DSPTS has tapes and information available to help you work well with an interpreter in your class.

REAL-TIME CAPTIONING

DSPTS works with a captioning service which uses professional captioner who types everything that is said in the class as it is being said, for the student who is deaf/hard of hearing. The words appear on

a laptop computer immediately, with a transcript of classroom notes provided after class.

SPECIALIZED EQUIPMENT

Some students that may be eligible to use specialized equipment to support their learning in the classroom. Equipment is loaned on a semester basis to those who are authorized by the DSPS Director/Counselor for that accommodation. Digital recorders, Livescribe “Smart” Pens, use of personal laptops, magnification devices, listening devices and more are used to help provide students access to their learning. Any equipment that records auditory lectures require a tape-recording agreement signed by the student indicating personal knowledge use of any recorded material and the understanding that the content is the instructors’ intellectual property.

SPECIAL COURSES

College of the Siskiyous provides adaptive physical education and reading courses with an instructor qualified to provide specialized instruction for students with disabilities. The times and days courses are offered are subject to change each semester, but they are available each semester.

POINTS TO REMEMBER

BE AWARE OF YOUR LANGUAGE

Using terms such as "students with disabilities" rather than "disabled students" puts the emphasis on the person rather than the disability.

RELAX

Don't be afraid to approach a person with a disability. Don't worry about using words like "walk" with a person in a wheelchair. Treat all students with respect.

SPEAK DIRECTLY TO THE STUDENT

Don't consider a companion to be a conversation go-between. Even if the student has an interpreter present, speak directly to the student, not to the interpreter.

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. Refrain from talking 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 hearing-impaired or has other difficulty understanding, speak slowly without exaggerating your lip movement. * Stand in front of 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 all of us, do some things well and others not as well. By focusing on what students can do, instead of what they can't, you will help build confidence.

USE COMMON SENSE

Although some students with disabilities may require significant adaptation and modification in the classroom, more often common sense approaches can be applied to ensure that students have access to course content.

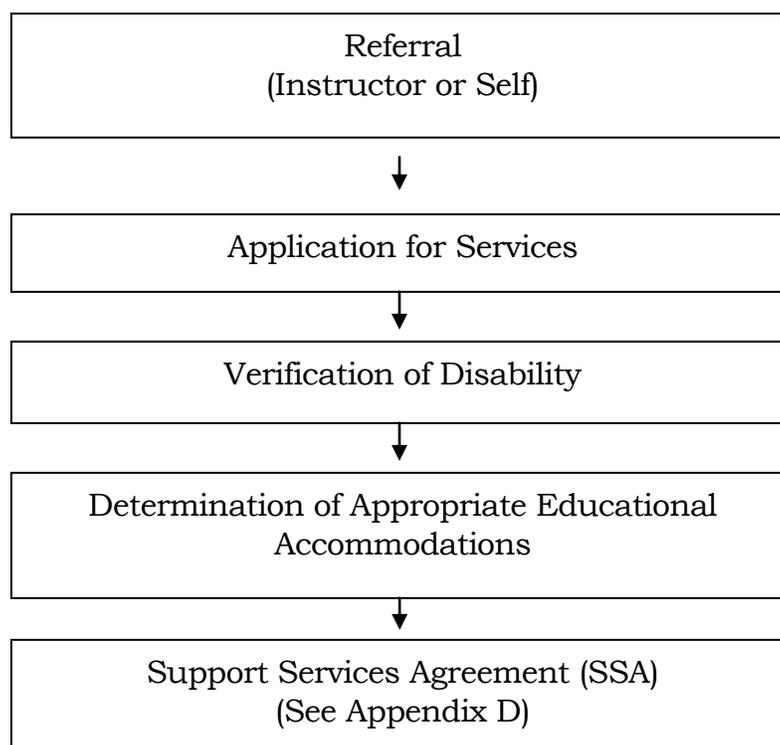
HOW TO REFER A STUDENT FOR SUPPORT SERVICES

All you need to remember if a student needs to access services is that they must first meet with the DSPS counselor. The counselor will work with the student to determine what services are most appropriate.

You may have students in your classroom who you suspect may need special accommodations but who have not told you about their needs.

Should you approach the student to discuss their need for services, please be sensitive to the fact that they may either be reluctant to discuss their problems, or they may have difficulty explaining them to you. If you feel reluctant or unsure of how to bring the subject up with the student, we would be happy to discuss this with you. It may be good practice to announce early on in each semester that our program exists. We would be happy to provide you with brochures to hand out to interested students. Please call us at 5297 with any questions.

A simple flow chart is outlined below to help you better understand how a student is served through DSPS.



Special considerations for students with

ACQUIRED BRAIN IMPAIRMENT

Acquired brain impairment means a verified deficit in brain functioning, which results in a total or partial loss of cognitive, communicative, motor, psychosocial, and/or sensory-perceptual abilities.

Note: Authority cited: Sections 67312,7090 1, and 84850, Education Code.
Reference: Sections 67310-12 and 84850, Education Code.

ACCOMMODATIONS

High Tech Center

The High Tech Center offers a program in Cognitive Retraining using software that addresses the following areas:

| | | |
|---------------------|-----------------------------|-----------------------------|
| attention | sequencing | concentration |
| memory (spatial) | memory (verbal auditory) | visual reaction/tracking |
| visual scanning | reasoning | categorization |
| drawing conclusions | association | problem solving |

Students with ABI also enroll in the High Tech Center program to learn word processing and to improve skills in reading, writing, math, and keyboarding.

TESTING ACCOMMODATIONS

In some cases, testing accommodations are appropriate for students with brain injuries. Among the cognitive deficits, persons with head injuries may experience difficulties with concentration, memory, problem solving, and abstract reasoning.

In our experience at COS, the problem students mention most is memory. You may find that such students do well on test items that require them to recognize answers (multiple choice, matching) but do poorly on items requiring total recall (fill in the blank, etc.) It may also be appropriate for students to have the ability to drop a class beyond the deadline.

Special considerations for students with

COMMUNICATION DISABILITIES

Communication disability is defined as an impairment in the processes of speech, language or hearing. (a) Hearing impairment means a total or partial loss of hearing function which impedes the communication process essential to language, educational, social and/or cultural interactions. (b) Speech and language impairments mean one or more speech/language disorders of voice, articulation, rhythm and/or the receptive and expressive processes of language.

*Note: Authority cited: Sections 67312, 70901 and 84850, Education Code.
Reference: Sections 67310=2 and 84850, Education Code.*

SUGGESTIONS FOR HELPING STUDENTS WITH COMMUNICATION DISABILITIES IN YOUR CLASSROOM:

COMMUNICATION

Because classroom lighting is important, do not stand in front of a window or bright light when talking.

Be sure to face the student when talking. Speak slowly and do not over-exaggerate your lip movements.

Keep your hands away from your face. Facial activities such as cigarette smoking, vigorous gum chewing, or biting your lips prevent clear communication.

Be aware that individuals who can hear make the best lip readers. It takes a great deal of concentration to lip read.

If you see a student with a hearing aid, this does not mean that the student can understand verbal language. The student may require an alternative form of communication, (i.e., an interpreter, notetaker, or use of other hearing aid devices.)

When using an interpreter to communicate with a student, address the student directly saying "How are you today?" versus "How is she today?"

Many students with hearing impairments do not hear tone of voice, therefore, some expressions, such as sarcastic statements, might be misleading if taken literally. Try to avoid giving misleading information this way. Also, try to avoid using idioms or colloquial expressions.

Use open-ended questions which need more than a "yes" or "no" answer. Do not assume that the person who is deaf understands if they nod their head.

Do not hesitate to write simple and direct notes when necessary to communicate with a student.

SEATING

Because a student with a hearing impairment depends on visual cues, seating near the front without obstruction is an important consideration.

If a student has a unilateral hearing loss, he or she should be seated so that maximum use of the good ear is permitted.

PARTICIPATION

Because of a time lag between the spoken word and the interpretation, the student's contribution to the lecture or discussion may be slightly delayed.

Students may have some speech and/or language impairments. Although this does not affect a student's ability to learn new information, some difficulty in the acquisition of new vocabulary may lead to reluctance to participate in class.

TESTING

Most students will be able to take tests and evaluations in the same way as other students. Some may need additional time in order to gain a full understanding of the test questions.

It has been found that if the test is written, some students do better if an interpreter reads and translates the questions to the student in sign language. However, many other students prefer to read tests themselves. If the method of evaluation is oral, the interpreter can

serve as the reverse interpreter for the student. Avoid orally administered exams requiring written answers.

The primary form of communication within the deaf community is sign language. In view of this, many persons with hearing impairments have not mastered the grammatical subtleties of their "second language" -- English. This does not mean that instructors should overlook errors in written (or spoken) work. However, they should know that this difficulty with English is not related to intelligence, but is similar to that experienced by students whose native language is other than English.

INTERPRETERS AND NOTE TAKERS

Some of the students will attend classes with an oral or sign language interpreter. The interpreters will usually situate themselves in front of the class to interpret lectures and discussions.

Because class formats are so varied, it is recommended that the professor, interpreter, and student arrange a conference early in the course to discuss any special arrangements that may be needed.

Please be aware of the difficulties the student may have trying to watch a film and the interpreter at the same time.

An interpreter's proficiency level decreases after 20 minutes. You can help make sure that the student is receiving clear and concise transmission by allowing breaks for any class over 50 minutes.

ACCOMMODATIONS

1. Note takers: It often helps to have another student or students, who are good note takers, carbon or copy notes so that the students

with hearing impairments can give his or her full attention to watching the speaker or interpreter.

2. Interpreters: Sign language interpreters are provided by Disabled Students Programs & Services upon request from the student and authorized by the DSPS Counselor. Not all students with hearing impairments request or use interpreters.

3. Hearing Helper: Hearing Helper is a system of amplifying sound to the student through a small microphone and transmitter the speaker (instructor) wears and a receiver worn by the student. The Hearing Helper blocks out background noise in the classroom. It amplifies sound only for the student using this piece of equipment, not for others in the classroom. Hearing Helper is available in the DSPS office.

4. Teledigital Device (TDD) is a keyboard based transmitter and receiver with which students with both hearing and speech and language impairments can communicate by telephone.

Special considerations for students eligible as

DEVELOPMENTALLY DELAYED LEARNERS

The developmentally delayed learner is a student who exhibits the following: (a) Below average intellectual functioning; (b) Potential for measurable achievement in instructional and employment settings.

Note: Authority cited: Sections 67312 70901 and 84850, Education Code. Reference: Sections 67310-12 and 84850, Education Code.

Accommodations for students with developmental disabilities will vary based on the course the student is enrolled in, and the nature of his/her disability.

Special considerations for students with

LEARNING DISABILITIES

Learning disability is defined as a persistent condition of presumed neurological dysfunction which may exist with other disabling conditions. This dysfunction continues despite instruction in standard classroom situations. To be categorized as learning disabled a student must exhibit:

- (a) Average to above-average intellectual ability;
- (b) Severe processing deficits (s);
- (c) Severe aptitude-achievement discrepancy (ies) and
- (d) Measured achievement in an instructional or employment setting.

Note: Authority cited: Sections 67312, 70901 and 84850, Education Code. Reference: Sections 67310-12 and 84850, Education Code.

Depending on the type of learning disability, students may exhibit one or more of the following characteristics.

READING

Confusion of similar words, difficulty using phonics, problems reading multisyllable 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 material that is read, but not with materials presented orally.

WRITING

Difficulty with sentence structure, poor grammar, omitted words.

Frequent spelling errors, inconsistent spelling, letter reversals.

Difficulty copying.

Poorly formed handwriting - may print, instead of using script; write with inconsistent slant; have difficulty with certain letters, space words unevenly.

Compositions lacking organization and development of ideas.

LISTENING

Difficulty paying attention when spoken to, inconsistent concentration.

Has trouble listening to a lecture and taking notes at the same time.

Is easily distracted by background noise or visual stimulation, unable to pay attention; may appear to be hurried in one-to-one meetings.

ORAL LANGUAGE

Difficulty expressing ideas orally which the student seems to understand.

Problems describing events or stories in proper sequence.

Problems 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.

Poor organization and time management.

INTERPERSONAL/SOCIAL SKILLS

Problems interpreting subtle messages, such as sarcasm or humor.

Seems disorganized in space - confuses up and down, right and left; gets lost in building, is disoriented when familiar environment is rearranged.

Seems disoriented in time; i.e. is often late to class, usually early for appointments or unable to finish assignments in the standard time period.

Displays excessive anxiety, anger or depression because of the inability to cope with stress.

SUGGESTIONS FOR HELPING STUDENTS WITH LEARNING DISABILITIES (AND ALL STUDENTS) TO SUCCEED IN THE CLASSROOM:

COURSE WORK ORGANIZATION

Detailed Syllabus: Provide a detailed syllabus that includes course objectives, weekly topics, classroom activities, required reading, and writing assignments, and dates of tests, quizzes, and vacations. Leave a blank space for notes after the outline for each week's work.

Rules Clarification: Clarify rules in advance; how students will be graded, whether makeup tests or rewrites of papers are allowed, what the conditions are for withdrawing from a course or getting an incomplete. These should be included in the syllabus.

Reviews and Previews: It is extremely helpful if the instructor briefly reviews the major points of the previous lecture or class and highlights main points to be covered that day. Try to present reviews and previews both visually and orally.

Study Aids: Use study aids such as study questions for exams or pretests with immediate feedback before the final exam.

CLASSROOM COMMUNICATION

Multisensory Teaching: Students with learning disabilities learn more readily if material is presented in as many modalities possible (seeing, speaking, touching).

Visualization: Help the student visualize the material. Visual aids can include overhead projectors, films, carousel slide projectors, chalkboards, flip charts, computer graphics, and illustrations of written text.

Color: Use color, for instance, to distinguish differences in complex sequences or to highlight relationships.

Tactility: Provide opportunities for touching and handling materials that relate to ideas. Cutting and pasting parts of compositions to achieve logical plotting of thoughts is one possibility.

Announcements: Whenever possible, announcements should be in oral and written form. This is especially true of changes in assignments or exams.

Distinct Speech: An instructor who speaks at an even speed, emphasizing important points with pauses, gestures, and other body language, helps students follow classroom presentations. Try not to lecture while facing the chalkboard.

Eye Contact: This is important in maintaining attention and encouraging participation.

Demonstration and Role-Plays: These activities can make ideas come alive and are particularly helpful to the student who has to move around in order to learn.

OTHER TIPS

Emphasize new or technical vocabulary.

Allow time for students to work in small groups to practice, to solve problems, and to review work.

Break down teaching into small units. Short daily readings -students with learning disabilities learn how to budget and organize study time. Build up to longer units.

Teach students memory tricks and acronyms as study aids. Use examples from current course work, and encourage students to create their own tricks.

Give feedback. Errors need to be corrected as quickly as possible.

Assist the student in teaming up with a classmate to obtain copies of notes.

Remember to read aloud material on the board or on transparencies.

Remind students often of your availability during office hours for individual clarification of lectures, reading, and assignments.

Periodically offer tips and encourage class discussion of ways for improving studying - organizational ideas, outlining techniques, summarizing strategies, etc.

Permit use of calculator when mathematical disability is severe.

In exam questions, avoid unnecessarily intricate sentence structure, double negative and questions embedded within questions.

Permit the use of a dictionary for essay exams.

Encourage students to use a word processor with spelling check.

Give less weight to spelling when the disability is severe.

Provide additional scratch paper to help students with overly large or poor handwriting. Encourage students to dictate best ideas into a tape recorder before writing a report.

ACCOMMODATIONS:

Upon completion of learning disabilities assessment and determination of eligibility for services, students may be entitled to receive one or more of the following accommodations:

1. Tape recordings of lectures.
2. Books on tape.
3. Note taking services.
4. Extended time on tests.
5. Distraction free test taking environment.
6. If eligible, tests read to the student by a proctor.

7. It may be appropriate for students to have the ability to drop a class beyond the deadline.
8. Use of screen reader computer programs.
9. Individualized instruction in the HTC to help students with learning disabilities to use computers. Word processing, spell checking, grammar checking, and other tools are offered for students with writing, reading, and math problems. Software programs are also available to help improve memory, sequencing, or reasoning skills. Kurzweil Personal Reader, which electronically scans printed material and converts it to voice, is available for those students with reading difficulties.

Special consideration for students with

PHYSICAL DISABILITIES

Physical disability means a visual, mobility or orthopedic impairment. (a) Visual impairment means total or partial loss of sight (b) Mobility and orthopedic impairments mean a serious limitation in locomotion or motor function.

Note: Authority cited: Sections 67312, 70901 and 84850, Education Code Reference: Sections 67310-12 and 84850, Education Code

SUGGESTIONS FOR HELPING STUDENTS WITH PHYSICAL DISABILITIES TO BE MORE SUCCESSFUL IN YOUR CLASSROOM:

ACCESSIBILITY

If it seems that a student may have to miss a special meeting, conference with you, or other such event because of an inaccessible

location, please move your conference or meeting to an accessible location, if possible. In some instances it may be necessary to relocate your class to another room that is more accessible.

LATENESS AND ABSENCES

Students with physical disabilities may also require more time to get to and from classes because the accessible travel routes are often round about, and cannot make up for time lost when an earlier class is held overtime.

In bad weather, students with physical disabilities may be unable to get to class. Please give reasonable consideration for absence or lateness under these circumstances.

Other reasons for students with physical disabilities being late are waiting for assistance in opening doors, and maneuvering along crowded paths and corridors. If a student who uses a wheelchair is frequently late, it is, of course, appropriate to discuss the situation with him/her and seek solutions. Most students will schedule their classes with ample time between them; however this is not always possible.

Students sometimes rely on a personal care assistant to get to and from class. Last minute course section changes can be a problem.

Some students with physical disabilities have unavoidable personal hygiene problems that may cause them to be absent from class without advance notice. Such problems occur infrequently but should be given due consideration by faculty members.

FIELD TRIPS

If a class involves fieldwork or field trips, ask the student to participate in the selections of sites and modes of transportation.

Students are not "confined" to wheelchairs. They often transfer to automobiles and to furniture. Some who use wheelchairs can walk with the aid of canes, braces, crutches, or walkers.

Special arrangements will have to be made for field trips when students have difficulty transferring from wheelchair to car.

CLASSROOM CONSIDERATIONS

Classes taught in laboratory settings will usually require some modification of the workstation. Considerations include under counter knee clearance, working counter top height, horizontal working reach, and aisle widths. Working directly with the student may be the best way to provide modifications to the workstation.

Students who may not be able to participate in a laboratory class without the assistance of an aide, 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.

Classes in physical education and recreation can almost always be modified so that the student in a wheelchair can participate.

Classmates are usually more than willing to assist, if necessary. Some students who use wheelchairs do not get enough physical exercise in daily activity, so it is important that they be encouraged, as well as provided with the opportunity to participate.

OTHER TIPS

A wheelchair is part of the person's body space. Try not to automatically lean on the chair; it is similar to hanging or leaning on the person.

When talking to a student in a wheelchair for more than a few minutes, sit down or kneel, if convenient. Most students who use wheelchairs will ask for assistance if they need it. Do not assume automatically that assistance is required. Offer assistance if you wish, but do not insist, and be willing to accept a "No, thank you." graciously.

ACCOMMODATIONS

1. Adjustable height table and chair.
2. Extended time on tests, if appropriate.
3. If eligible, tests scribed by proctor.
4. Assistive technology and keyboard modifications to allow students with disabilities to produce written material.
5. Adapted physical education classes.
6. Note takers.
7. Tape recordings of lecture.

Special considerations for students with

VISUAL IMPAIRMENT

Physical disability means a visual, mobility or orthopedic impairment.

(a) Visual impairment means total or partial loss of sight

(b) Mobility and orthopedic impairments mean a serious limitation in locomotion or motor function.

Note: Authority cited: Sections 67312, 70901 and 84850, Education Code

Reference: Sections 67310-12 and 84850, Education Code

Visual impairment includes, but is not limited to, the following conditions: (a) blindness is visual acuity of 20/200 or less in the better eye after correction; or visual loss so severe that it no longer serves as a major channel for information processing; and (b) partial sightedness is visual acuity of 20/70 or less in the better eye after correction, with vision which is still capable of serving as a major channel for information processing.

SUGGESTIONS FOR HELPING STUDENTS WITH VISUAL IMPAIRMENTS TO SUCCEED IN THE CLASSROOM:

Students who have been blind since birth, or shortly after, have no visual memories. Their concept of objects, space and distance may be different from those who became blind later in life. Mobility skills of individuals may vary also, depending on the age of onset of blindness and the quality and extent of mobility training and mobility talent. Some students who are blind will use braille with competence, but many do not use it.

Treat the students with visual impairments very much like you would any other student. Use words like "see" without being self-conscious. If

you are in a room alone with a person who is blind try to remember to explain what you are doing, such as shuffling papers. Tell him/her when someone comes in the room or when you leave the room.

It is never impolite to ask if they need or would like assistance.

When using visual aids in the class, try to be as descriptive as possible. Words like "this" or "that" can be confusing. Consider making copies of overhead materials or diagrams so that the student can later ask an assistant to describe the information in detail to understand the material better.

A student may use a Guide Dog. These dogs have been trained to guide people who are blind, to keep out of the way, and to be quiet. These working dogs should not be treated as pets and should not be petted while working.

When relocation of a class is necessary, a note on the black board or door is not adequate. It would be helpful to have a sighted student wait for the student with the visual impairment to arrive.

ACCOMMODATIONS

1. Tape recording of lectures.
2. Books on Tape - Enrollment with Recordings for Blind and Dyslexic (books may take as long as eight weeks - students will need to arrange with the DSPS for taped texts before the semester begins.)
3. Because of the time necessary to have books read aloud or to review tapes, students often require extra time to complete required materials, especially when library research is involved.

4. Please keep in mind that last minute assignments can present a problem due to preparation and reader scheduling.
5. Extra time on tests.
6. Enlargement of tests.
7. Tests read and scribed by Proctor in the DSPS.
8. High Tech Center

Special consideration for students with

Psychological Disability

Psychological disability means a persistent psychological or psychiatric disorder, or emotional or mental illness.

Note: Authority cited: Sections 67312, 70901 and 84850, Education Code Reference: Sections 67310-12 and 84850, Education Code

SUGGESTIONS FOR HELPING STUDENTS WITH PSYCHOLOGICAL DISABILITIES TO SUCCEED IN THE CLASSROOM:

Serving students with psychological disabilities on campus is a relatively new phenomenon. There have been few court cases to set precedents for reasonable accommodations for persons with psychological disabilities. However, based on existing knowledge and experiences, the following suggestions have been provided:

Be aware that because of side effects of the medications being taken by students with psychological disabilities, there may be extreme thirst, itching, agitation and frequent trips to the bathroom.

Although most students with psychological disabilities never draw attention to themselves by behaving disruptively, a few, because their symptoms are more persistent and/or cyclical, may experience periods in which "holding it together" becomes more difficult. Disciplinary issues should not be confused with mental health issues. All students, including students with psychological disabilities, have the responsibility to meet the code of conduct by adapting behavior to the educational environment. If disruptive behavior persistently occurs or a student code of conduct is violated, the issue should not be defined as a health issue. It should be defined as a disciplinary issue, and a referral to the Director of Student Life should be made.

ACCOMMODATIONS

1. Assistance with orientation/registration/financial aid forms.
2. Extended time for exams/distraction free testing environment.
3. Change of location for exams.
4. Notetakers, readers, tape recorders.
5. Modifications in seating arrangements.
6. Beverages allowed in class.
7. Identified, non-threatening place on campus for meeting before or after class.
8. Flexibility in the attendance requirements in case of hospitalization or crisis.

9. Incompletes or late withdrawals rather than failures in the event of prolonged illness-related absences.

10. It may also be appropriate for students to have the ability to drop a class beyond the deadline.

Special Considerations for Students with

STUDENTS WITH OTHER DISABILITIES

This category includes all students with disabilities, as defined in Title V, Section 56002, who do not fall into any of the categories described in Sections 56032-42 but who indicate a need for support services or instruction provided pursuant to Sections 56026 and 56028.

Note: Authority cited: Sections 56312, 70901 and 84850, Education Code Reference: Sections 67310-12 and 84850, Education Code

Other disabilities include conditions having limited strength, vitality, or alertness due to chronic or acute health problems. Examples are environmental disabilities, heart conditions, tuberculosis, nephritis, sickle cell anemia, hemophilia, leukemia, epilepsy, acquired immune deficiency syndrome (AIDS), diabetes, etc.

Accommodations for students with other disabilities will vary based on the course the student is enrolled in, and the nature of his/her disability.

Appendix A

LEGAL OBLIGATIONS

The following discussion highlights **Section 504** as it pertains to the academic and program aspect of community colleges. The discussion is not inclusive of all aspects of Section 504 or even of all those relating to post-secondary institutions.

SECTION 504 OF THE REHABILITATION ACT OF 1973

For the purpose of explaining who is covered by this law, 504 offers the following definitions:

Handicapped person - any person who has a physical or mental impairment which substantially limits one or more major life activity (functions such as caring for oneself, performing manual tasks, walking seeing, hearing,

speaking breathing learning, and working); has a record of such an impairment that substantially limits major life activities only as a result of the attitude of other toward such impairment.

Qualified handicapped person - a handicapped person who meets the academic and technical standards requisite to admission or participation in the educational program or activity.

PROGRAM ACCESSIBILITY

Section 504 prohibits discrimination against handicapped individuals in recruitment, admission, and treatment after admission. It mandates all recipients of federal funding to make adjustments and accommodations in their programs and activities in order to provide qualified handicapped persons with opportunities equal to those enjoyed by qualified non-handicapped persons.

Section 504 requires that each program or activity operated by the institution be accessible to handicapped persons when viewed in its entirety. An institution is not required to make each of its existing facilities or every part of a facility accessible. Extensive facility renovations are not always necessary to meet this requirement as long as other methods can be used effectively to achieve program accessibility. Priority must be given, when using other methods, to those alternatives which would offer programs and activities "in the most integrated setting possible." Any programs that are currently inaccessible because of the need for major structural modifications should have been changed no later than June 1981.

REASONABLE ADJUSTMENTS TO ACADEMIC REQUIREMENTS

Section 504 prohibits exclusion of qualified handicapped students from any course or area of concentration on the basis of handicap. Moreover, it is considered discriminatory to counsel handicapped students toward more restrictive careers than non-handicapped students, unless such counsel is based on strict licensing or certification requirements in a profession.

Post-secondary institutions are, therefore, required by 504 to make reasonable adjustments to permit handicapped students to fulfill academic requirements. Reasonable adjustments may include the following: increased time allowances to complete degree requirements, substitution of equivalent courses for those that cannot be made accessible for handicapped students, changes in teaching methods, and changes in the manner of conducting classes.

Course examinations and other methods of evaluating a student's academic achievement must be conducted in a way that will reflect the student's achievement rather than his impaired sensory, manual, or speaking skills (except when such skills are the factors which are being measured).

Post-secondary institutions must take steps to ensure that handicapped students with impaired sensory, manual or speaking skills are not, in effect, excluded from programs because of the absence of education auxiliary aids. "Auxiliary aids" may include taped tests, interpreters or other effective methods of making orally delivered materials available to students with hearing impairments, readers in libraries for students with visual impairment, and other similar services and actions. Institutions, however, need not provide attendants, individually prescribed devices or services of a personal nature.

It is unlawful to prohibit handicapped students from using any auxiliary aid, including tape recorders, in the classroom when the aid is needed to ensure full participation of the student.

AMERICANS WITH DISABILITIES ACT (ADA)

The Americans with Disabilities Act (ADA) extends federal civil rights protection in several areas to people who are considered "disabled". Built upon a body of existing legislation, particularly the Rehabilitation Act of 1973 and the Civil Rights Act of 1964, the act states its purpose as providing

"a clear and comprehensive national mandate for the elimination of discrimination against individuals with disabilities.

The ADA seeks to dispel stereotypes and assumptions about disabilities, and to assure equality of opportunity, full participation, independent living and economic self-sufficiency for people with disabilities. To achieve these objectives, the law prohibits covered entities from excluding people from jobs, services activities or benefits based on disability.

Not every person with a disability is covered by the ADA. Certain standards must be met for a person to qualify for the act's protections. To be considered "disabled" under the ADA, a person must have a condition that impairs a major life activity or a history of such a condition, or be regarded as having such a condition.

A disabled person must be qualified for the job, program or activity to which he or she seeks access. To be qualified under the ADA, a disabled person must be able to perform the essential functions of a job or meet the essential eligibility requirements of the program or benefit, with or without an accommodation to his or her condition.

The ADA has five titles and are as follows:

EMPLOYMENT (Title I)

The ADA prohibits employers with 15 or more employees (25 or more workers for the first two years at the effective date) from discriminating against qualified job applicants and workers who are, or become disabled. The law covers all aspects of employment, including the application and hiring process, on-the-job training, advancement and wages, benefits, and employer-sponsored social activities.

A qualified disabled person is someone who, with or without a reasonable accommodation, can perform the essential functions of the job in question. An employer must provide reasonable accommodations for disabled workers, unless that would impose an undue hardship on the employer.

PUBLIC SERVICES AND TRANSPORTATION (Title II)

Title II of the ADA prohibits state and local governments, and educational institutions from discriminating against disabled people in their programs and activities.

The law requires bus and rail transportation to be accessible to disabled passengers. Air transportation is not covered by the ADA. New public buses and new train cars in commuter, subway and light rail stations must be made accessible. Where fixed-route and rail bus service is offered, a public transit agency must also offer paratransit service.

PUBLIC ACCOMMODATIONS (Title III)

The ADA prohibits privately operated public accommodations, from denying goods, programs and services to people based on their disabilities. Covered business must accommodate disabled patrons by changing policies and practices, providing auxiliary aids and improving physical accessibility, unless that would impose an undue burden.

New and renovated commercial buildings must be accessible. Existing public accommodations must remove architectural and communications barriers where such removal is "readily achievable."

Title III also requires providers of private transportation service, such as private bus lines and hotel vans, to make their vehicles and facilities accessible.

TELECOMMUNICATIONS (Title IV)

Title IV of the ADA requires telephone companies to provide continuous voice transmission relay services that allow hearing and speech-impaired people to communicate over the phone through telecommunications devices

for the deaf. In addition, Title IV requires that federally funded television public service messages be closed-captioned for hearing-impaired viewers.

OTHER PROVISIONS (Title V)

Miscellaneous provisions in Title V require the Architectural and Transportation Barriers Compliance Board to issue accessibility standards; attorneys' fees to be awarded to prevailing parties in suits filed under the ADA; and federal agencies to provide technical assistance. Title V states specifically that illegal use of drugs is not a covered disability under the act. It also provides that states are not immune from suits under the ADA and that other federal, state and local laws that provide equal or greater protection to individuals with disabilities are not superseded or limited by the ADA.

SERVICE ANIMALS:

Title II and Title III (below) recognizes the service animal provisions. Effective 3/15/2011, only dogs are recognized as service animals under Title II and Title III of the ADA.

A service animal is a dog that is “individually trained to do work or perform tasks for a person with a disability”. Examples of such work or tasks include but is not all-inclusive: guiding people who are blind, alerting people who are deaf, pulling a wheelchair, alerting and protecting a person who is having a seizure, reminding a person with mental illness to take prescribed medications, and calming a person with Post Traumatic Stress Disorder (PTSD) during an anxiety attack.

Service animals are working animals, not pets. The work or task a dog has been trained to provide must be directly related to the person’s disability. Dogs whose sole function is to provide comfort or emotional support do not qualify as service animals under ADA.

Under the ADA, State and local governments, business, and nonprofit organizations that serve the public generally must allow service animals to accompany people with disabilities in all areas of the facility where the public is normally allowed to go.

Under the ADA, service animals must be harnessed, leashed, or tethered, unless these devices interfere with the service animal's work or the individual's ability prevents using these devices. In that case, the individual must maintain control of the animal through voice, signal, or other effective controls.

INQUIRIES, EXCLUSIONS, CHARGES AND OTHER SPECIFIC RULES RELATED TO SERVICE ANIMALS:

INQUIRIES: When it is not obvious what service an animal provides, only limited inquiries are allowed:

- (1) Is the dog a service animal required because of a disability;
- (2) What work or task has the dog been trained to perform.

Staff cannot:

- (1) Ask about the person's disability;
- (2) Require medical documentation;
- (3) Require a special identification card or training documentation for the dog;
- (4) Ask that the dog demonstrate its ability to perform the work or task.

EXCLUSIONS: Allergies and fear of dogs are NOT valid reasons for denying access or refusing service to people using service animals. When a person who is allergic to dog dander and a person who uses a service animal must spend time in the same room or facility, for example, in a school classroom, they both should be accommodated by assigning them, if possible different locations within the room.

A person with a disability cannot be asked to remove his/her service animal from the premises unless:

- (1) the dog is out of control and the handler does not take effective action to control it; or
- (2) the dog is not housebroken.

When there is a legitimate reason to ask that a service animal be removed, staff must offer the person with the disability the opportunity to obtain goods or services without the animal's presence.

Establishments that sell or prepare food must allow service animals in public areas even if state or local health code prohibit animals on the premises.

CHARGES: People with disabilities who use service animals cannot be isolated from other patrons, treated less favorably than other patrons, or charged fees that are not charged to other patrons without animals. In addition, if a business requires a deposit or fee to be paid by patrons with pets, it must waive the charge for service animals.

If a business such as a hotel, or residence lodge, normally charges guests for damage that they cause, a customer with a disability may also be charged for damage caused by him/herself or his/her service animal.

Staff are not required to provide care or food for a service animal.

OTHER SPECIFIC RULES OR CONSIDERATIONS: In addition to the provisions about service dogs, the Department's revised ADA regulations have a new, separate provision about miniature horses that have been individually trained to do work or perform tasks for people with disabilities. (Miniature horses generally range in 24-34 inches in height measured to the shoulders and generally weigh between 70-100 pounds). Entities covered by the ADA must modify their policies to permit miniature horses where reasonable. The regulations set out four assessment factors to assist entities with determining whether miniature horses can be accommodated in their facility. The assessment factors are:

- (1) whether the miniature horse is housebroken;
- (2) whether the miniature horse is under the owner's control;
- (3) whether the facility can accommodate the miniature horse's , size, and weight; and
- (4) whether the miniature horse's presence will not compromise legitimate safety requirements necessary for safe operation of the facility.

Source: http://www.ada.gov/service_animals_2012.htm

SPECIAL NOTE: ADA services are for the public and the responsibility of the college and does not require that people with disabilities register through the college's Disabled Students Programs & Services (DSPS) office to benefit from ADA services.

Registered students with a disability who wish to receive academic accommodations are encouraged to apply for services at the DSPS office.

Appendix B

ASSISTIVE COMPUTER TECHNOLOGY

The High Tech Center (HTC) provides instruction in technology to students with disabilities. Much of the technology is available in other labs, and the library on campus.

VISION PROBLEMS

Large computer monitors. Screen enlarger software to magnify what is on the monitor. Screen reader software to read aloud what is on the screen. Scanner to enter text into computer files. Braille translation software and Braille printer. Closed circuit TV to magnify printed pages. Reading machine to read aloud books and papers. CTV's.

LEARNING DISABILITIES

Scan/read software and scanner, for assistance with reading.
Study skills software: note taking, dictionary, organizing/outlining help. Software to practice many subjects: English, Math, Sign Language, etc. Adapted instruction in computer basics, word processing, Internet, spreadsheets.

KEYBOARD AND MOUSE PROBLEMS

Adjustable height tables and chairs. Alternative keyboards and mouse. Speech recognition software.

Appendix C

PROCEDURE FOR TESTING ACCOMMODATIONS

A test should measure what it purports to measure, not the effects of the disability. The most appropriate method of administering a test depends upon the student's disability and the design of the test. Students who have disabilities that affect manual dexterity, vision or perception generally may be allowed extra time to complete tests.

Testing accommodations for students with disabilities are provided in the Learning Services Testing Center (LSTC). Students with disabilities must obtain a Learning Services Accommodations form from the DSPS Office authorizing testing accommodations.

The student presents the Learning Services Accommodation form (See sample below) to the course instructor. The instructor signs the Accommodations form. Instructors are encouraged to call DSPS with questions about the accommodation process at x5297.

The student returns the Accommodation form to the DSPS office. Instructors are responsible for transporting testing materials to and from the Learning Assistant Center.

DSPS provides the personnel for test proctoring, readers, scribes, and other testing accommodations in the LSTC.

RESOURCES WEB SITES OF NOTE

Americans with Disabilities Act Document Center.

(<http://janweb.icdi.wvu.edu/kinder/>) Accessibility guidelines for buildings and facilities, including the content of [ADA Accessibility Guidelines \(ADAAG\)](#).

Association on Higher Education and Disabilities (AHEAD), 1540 West 5th P.O. Box 21192, Columbus, OH 43221-0192, (614) 488-4972, (<http://www.ahead.org>) Operates several special interest groups useful for community colleges, including ADA Coordinators. Provides research referral system on disability topics.

California Assistive Technology Systems (CATS), Department of Rehabilitation, 2000 Evergreen, Sacramento, CA 95815, (800) 390-2699, (800) 900-0706 (TTY), (<http://www.catsca.org>). Statewide project serves to identify and eliminate barriers that inhibit the use of assistive technologies and make the full range of those technologies available to people with disabilities. Free electronic CATS News Service

(via email) includes articles, stories and reviews of assistive equipment and devices.

California Attorney General, Civil Rights Enforcement Division, Public Inquiry Unit, P.O. Box 944255, Sacramento, CA 94244-2550, (800) 952-5225, (800) 952-5548 (TDD), (222.dss.cahwnet.gov/getser/deafsvcs.html) Extensive information on ADA comparing federal to state requirements and directory of federal, state and local agency references. Publication: Legal Rights of Persons with Disabilities, March, 1997.

California Department of Rehabilitation, ADA Implementation Unit, 2000 Evergreen Street, Sacramento, CA 95815, (916) 263-8674, (916) 263-8672 (TDD). Department plays a primary role in California's efforts to implement the ADA. Publications: Americans with Disabilities Act: A Comprehensive Overview, Access Guide: Survey: Checklist and numerous other publications.

California Department of Social Services, Office of Deaf Access, 744 P Street, MS 19-91, Sacramento, CA 95814, (916) 653-8320, (916) 653-7651 (TDD). Orientation, training, video library, compliance and eight community organizations. Publication: California Directory of Resource Information for the Deaf and Hard of Hearing.

California High Tech Center Training Unit, 21050 McClellan Road, Cupertino, CA 95014(408) 996-4636 or (800) 411-8954, (<http://www.htctu.fhda.edu>). State-of-the-art training and support facility for California Community college faculty wishing to acquire or improve teaching skills, methodology and pedagogy in assistive and instructional technology. Continuously evolving one-day workshops transmit information to community college staff. Facilitates the Book Exchange for community colleges, CSUs and UC's with information about books available in alternate formats such as Braille, electronic text, and audio tapes, (<http://bookex.htctu.fhda.edu>).

Disability Rights Education and Defense Fund (DREDF), 2212 6th Street, Berkeley, CA 94710, (510) 644-2555, (www.dredford.org). Houses the Disabilities Rights Clinic Legal Education Program. Publication: Explanation of Content of ADA, 1993. Also operates ADA Hotline, (800) 466-4232.

National Mental Health Association (NMHA), 1021 Prince Street, Alexandria, VA 22314-2971, (703) 684-7722, (<http://www.nmha.org>). Provides advocacy, public education and services for the improvement of mental health. Publications: The ADA and People with Mental Illness, A

Guide to Accommodations for People with Mental and Emotional Health Disorders, 2nd Edition, 1997 and aidin People in Conflict: A Guide for Law Enforcement, 1988.

NorCal Center on Deafness, 1820 Tribute Road, Suite A, Sacramento, CA 95815, (916) 921-1045 Serves 24 Northern California counties. Variety of client service programs, resources and information. Pacific Disability and Business Technical Assistance Center, 2168 Shattuck Ave., Suite 301, Berkeley, CA 94704, (800) 949-4232, (www.pacdbtac.org).

Extensive ADA listing of publications and services. Houses publications for other organizations.

Architectural and Transportation Barriers Compliance Board, 131 F Street, # 1000, Washington DC 20004, (800) 872-2253, (800) 993-2822 (TDD), (<http://www.access-board.gov>).

Specific information about requirements for accessible design in new construction and alterations. Publications include the Uniform Federal Accessibility Standards (UFAS), April 1988, UFAS Accessibility Checklist, June 1990, UFAS Retrofit Manual, April 1991, Assistive Learning Systems, October 1991, ADA Accessibility Guidelines (ADAAG), July 1991, ADAAG Checklist, February 1993 and ADAAG Review Advisory Report, with recommendations to harmonize ADAAG with other accessibility codes, November 1996.

Department of Education, Office of Civil Rights (CR), Region IX, 50 United Nations Plaza, San Francisco, CA 94102, (415) 556-4275, (415) 473-7786 (TDD). Agency responsible for enforcing access for students, and investigates students' complaints. Publications and information available.

Department of Justice, Civil Rights Division, Office on the ADA, P.O. Box 66118, Washington, DC 20035-6118, (202) 514-0301, (202) 514-0383 (TDD), (www.usdoj.gov/crt/ada).

Information about the ADA requirements affecting public services and public accommodations.

Federal Communications Commission, 1919 M Street NW, Washington DC 20554, (202) 623-7260, (202) 632-6999 (TDD). Specific information about ADA requirements affecting telecommunications.