



**Beaufort County
Community College**

STUDENTS with SPECIAL NEEDS

A Resource Guide for Faculty and Staff





**Beaufort County
Community College**

STUDENTS with SPECIAL NEEDS

A Resource Guide for Faculty and Staff



STUDENTS with SPECIAL NEEDS

A Resource Guide for Faculty and Staff

May 1997

Revised February 2009

ACKNOWLEDGMENT

Deep appreciation is expressed to Virginia H. Smith of Calhoun Community College and to Jane Rochester of UNC Charlotte who have permitted for portions of this award winning guide to be adopted for use at Beaufort County Community College.

MISSION STATEMENT

Beaufort County Community College is a public comprehensive community college committed to providing accessible and affordable quality education, effective teaching, relevant training, and lifelong learning opportunities for the people served by the College.

TABLE OF CONTENTS

The Law	
Section 504	1
The Americans with Disabilities Act	2
What Do You Say To Someone With A Disability?	3
General Considerations for Students and Faculty	5
Deafness and Hearing Impaired	6
Head Injury	7
Learning Disabilities/Attention Deficit Disorder	9
Orthopedic/Mobility/Manual Disabilities	13
Psychological Disabilities	14
Visual Disabilities	15
Speech and Language Impairments	16
Other Disabilities	16
Services for Persons with Temporary Disabilities	17
Is Your Program Accessible?	17
Emergency Evacuation of Buildings	17
Accommodation Forms	
GED Testing Adults with Disabilities	18
Support Plan	19
Accommodation Requests	20
Testing Accommodations	21
Selected Resources	22

THE LAW

SECTION 504 of the REHABILITATION ACT OF 1973

No otherwise qualified individual with disabilities in the United States ...shall solely by reason of his /her disability, 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.

Definition of Terms

A person with a disability is an individual with a physical or mental impairment that substantially limits one or more major life activities. An individual is considered to be a person with a disability if he/she (1) has a disability, (2) has a history of a disability or (3) is perceived by others as having a disability.

Provisions of Section 504 of the Rehabilitation Act of 1973

Beaufort County Community College is a public institution of higher education which receives federal assistance, so it is legally bound to prohibit discrimination in the recruitment process, the admissions process and the educational process of students with disabilities. Students with documented disabilities are entitled to receive approved modifications, appropriate academic adjustments or auxiliary aids that will enable them to participate in and have the opportunity to benefit from all educational programs and activities of BCCC.

Under the provisions of Section 504, Beaufort County Community College may not:

- Limit the number of otherwise qualified students with disabilities admitted
- Make pre-admission inquiries as to whether an applicant is disabled
- Exclude an otherwise qualified student with a disability from any course of study
- Provide less financial assistance to students with disabilities than is provided to non-disabled students, or limit eligibility for scholarships on the basis of disability
- Counsel students with disabilities into more restrictive career paths than are recommended to non-disabled students
- Measure student achievement using modes that adversely discriminate against a student with a disability or
- Establish rules and policies that have the effect of limiting participation of qualified students with disabilities in educational programs or activities.

Section 504 of the Rehabilitation Act of 1973 is still in effect, and it contains (in Subpart E) more specific information regarding postsecondary education than the ADA.

AMERICANS WITH DISABILITIES ACT (ADA)

The Americans with Disabilities Act of 1990 is civil rights legislation that affects some 43,000,000 Americans with disabilities. It is the purpose of this act to provide a clear and comprehensive national mandate for the elimination of discrimination against individuals with disabilities. The ADA applies to all institutions of higher education regardless of receipt of federal funds.

Provisions of the ADA

Title I. Title I covers nondiscrimination in employment activities.

Title II. Title II of the ADA is divided into two subparts. Subpart A requires that state and local government entities and programs be made accessible to persons with disabilities. Subpart B requires that public transportation systems be made fully accessible to and usable by persons with disabilities.

Title III. Title III covers the accessibility and availability of programs, goods and services provided to the public by private entities. Title III also contains the ADA Accessibility Guidelines (ADAAG) that specifies guidelines for construction and renovation.

Title IV. Title IV requires that telecommunication services be made accessible to persons with hearing and speech impairments and has specific reference to the development of telecommunications relay systems and closed-captioning technology.

Title V. Title V of the ADA contains miscellaneous provisions that apply to all of the other titles as well. Enforcement guidelines including how to file a complaint are described.

Facility Access

The ADA requires existing facilities of Title II entities to be accessible. Beaufort County Community CollegE makes all existing facilities accessible to persons with disabilities to the extent that access is readily achievable and renovation does not pose an undue burden. For new construction or renovations, the College must be in compliance with the Americans with Disabilities Act Accessibility Guidelines for buildings and facilities (ADAAG).

WHAT DO YOU SAY TO SOMEONE WITH A DISABILITY...

The first step in interacting with students with disabilities seems obvious; treat them as you would any other student. Students with disabilities come to the College for the same reasons others do. They bring with them the same range of backgrounds, intelligence and academic skills. The following information is offered as a guide for use in everyday situations:

RECEPTION ETIQUETTE

1. When introduced to a person with a disability, it is appropriate to offer to shake hands. People with limited hand use or those who wear an artificial limb can usually shake hands. Shaking hands with the left hand is an acceptable greeting.
2. Treat adults as adults. Never patronize people using wheelchairs by patting them on the head or shoulder.
3. When addressing a person who uses a wheelchair, never lean on the person's wheelchair. The chair is a part of the body space of the person who uses it.
4. When talking with a person who has a disability, look at and speak directly to that person, rather than through a companion who may be along.
5. If an interpreter is present, speak to the person who has come to see you, not to the interpreter. Maintain eye contact with your visitor, not the interpreter.
6. Offer assistance with sensitivity and respect. If the offer to assist is declined, do not insist. If the offer is accepted, listen to, or ask for instructions (e.g. allow a person with a visual impairment to take your arm at or above the elbow so that you can guide rather than propel the person).

CONVERSATION ETIQUETTE

1. Relax. Don't be embarrassed if you happen to use common expressions such as "See you later" or "Got to be running along" that seem to relate to the person's disability. People who are visually/mobility impaired use these expressions.
2. To get the attention of a person with a hearing loss, tap the person on the shoulder or wave your hand. Look directly at the person and speak clearly and slowly. Show consideration by placing yourself facing the light source and keeping your hands away from your mouth when speaking. Keep mustaches well trimmed. Shouting won't help, and it may lessen the person's ability to understand. Written notes are fine for short conversations.
3. When talking with a person in a wheelchair for more than a few minutes, sit down in order to place yourself at the person's eye level.
4. When greeting a person with a severe loss of vision, always identify yourself and others who may be with you. Speak in a normal tone of voice; indicate in advance when you will be moving from one place to another, and let it be known when the conversation is at an end.
5. Listen attentively when talking with a person who has a speech impairment. Keep your manner encouraging rather than correcting. When necessary, ask short questions that require short answers. Never pretend to understand if you are having difficulty doing so. Repeat what you understand. The person's reactions will guide you to understanding.

DON'T SAY	SAY:
Handicap, handicapped	Disability, or person with a disability. Emphasize the person, not the disability.
Victim of or afflicted with a stroke, polio, muscular dystrophy, etc.	Person who has multiple sclerosis or person who has had a spinal cord injury.
Wheelchair-bound or confined to a wheelchair	Person who uses a wheelchair or has a wheel chair. Most people who use a wheelchair do not regard them as confining. They are viewed as liberating.
Deaf and Dumb	Person who is deaf, hearing impaired or hard of hearing. Most deaf individuals are capable of speech. An inability to hear or speak does not indicate lowered intelligence.
Normal, healthy (when used as the opposite of disabled).	Non-disabled
The deaf. The visually impaired. The disabled.	Person who is deaf, etc. State the person or individual before the disability.
Spastic, Mongoloid, crazy, deformed, defective, crippled. These words are offensive, degrading, dehumanizing and stigmatizing.	When it is appropriate to refer to an individual's disability, choose the correct terminology for specific disability. Use terms such as cerebral palsy, Down's Syndrome, mental illness, spina bifida, quadriplegia, seizure disorder, speech impairment or specific learning disability.

**...JUST SAY
"HELLO"**

GENERAL CONSIDERATIONS

FOR STUDENTS & FACULTY

Specific suggestions for teaching students with disabilities will be offered in the sections devoted to each disability. This section will discuss several general considerations.

RESPONSIBILITIES OF STUDENTS

It is the responsibility of the student to identify himself/herself to the Special Populations Coordinator (SPC) in Student Services and to provide professional documentation of the disability. Please refer students to Student Services, Building 9.

The student will consult with the SPC to determine specific accommodations based on documentation that will be utilized while he/she is a student at BCCC. The student will authorize any notification of instructors of his/her required modifications and strategies. The student will be told of his/her responsibility to meet with his/her instructors at the beginning of each semester to discuss arrangements for accommodations in each course.

Students with disabilities must maintain the same responsibility for their education as non-disabled students. This includes maintaining the same academic progression standards, maintaining appropriate behavior and giving timely notification of any needs for reasonable accommodations.

RESPONSIBILITIES OF FACULTY

It is the shared responsibility of the faculty and student to cooperate with Student Services personnel in providing authorized accommodations and support services, in a fair and timely manner. Faculty should meet as quickly as possible with students who request accommodations. Students should initiate this meeting, but faculty may take the initiative when students are reluctant to self-advocate.

Faculty should not refuse to provide reasonable accommodations, to question the validity of a documented disability when accommodations have been authorized by the college, or to request to examine the students' confidential documentation. However, faculty members should have input and should arrange with student's the means for providing accommodations in a particular class. A student must be able to comprehend the course material and communicate that comprehension to the instructor. Accommodations give the student the opportunity to achieve that outcome. Reasonable accommodations do not alter the fundamental nature of the course or program. If a faculty member has questions about the appropriateness of a reasonable accommodation, he or she should consult with the SPC. If the disagreement is not resolved, the faculty member should contact the Dean of Student Services to initiate a review. The faculty member should continue to provide the accommodation until it is set aside or modified by the Dean of Student Services to initiate a review.

If a student requests that an instructor provide accommodations for a disability and the faculty member has had no official notification of the student's need for accommodation, it is important that the instructor assist the student in contacting Student Services. If the disability is visible (use of wheelchair, hearing aids, service dog, etc.) and the requested accommodation is obviously appropriate, the faculty member should provide the accommodation while the referral is being completed.

DEAFNESS and HEARING IMPAIRED

The two main types of hearing loss are sensorineural (nerve deafness which involves impairment of the auditory nerve) and conductive deafness (usually a dysfunction of a part of the ear mechanism). Hearing loss is measured by decibels, and according to the decibel count the loss may be mild, moderate or profound.

The 21 million people in the United States who have this disability differ considerably. A person may be born with a hearing loss or may become hard of hearing due to an accident or illness. If the age of onset occurs before the acquisition of language and the development of speech, the individual may have language-based deficiencies such as poor syntax and vocabulary, and difficulty understanding abstract concepts.

Communicating with Deaf and Hard of Hearing Students

Although they may wear hearing aids, many students rely primarily on lip reading. Even highly skilled lip readers usually comprehend only 30-40% of what is said. Also, lip reading students frequently miss class members' comments and have difficulty understanding instructors who cover their lips, face the chalkboard, move around, or wear mustaches.

People who wear hearing aids may not hear sounds the way others do. Hearing aids amplify all sounds and can make small noises, such as loud air conditioners, hissing fluorescent light fixtures and traffic noise overwhelming. Sometimes people with hearing aids hear only jumbled and disjointed fragments. An interpreter may be necessary to convey the oral message to the deaf student by the use of sign language (American Sign Language, Signed English, Exact English or Cued Speech). The interpreter should be placed close to the instructor, or between the instructor and the student, so that the student can watch both the signing and the body language of the instructor.

During lectures, students with hearing impairments often need to have the instructor's speech amplified so that they can hear. Some students may ask that the instructor wear a small wireless FM microphone that is compatible with their hearing aids. Other students may need to audio tape lectures so that they can play the tape back at a higher volume. All students with hearing loss will most likely need note taking services.

Technology is available to make telephone communication available to individuals with hearing impairments. Some students can use a regular telephone if it has a volume control. Other individuals must use a TDD (telecommunication device for the deaf). North Carolina has a telephone Relay Service which makes it possible for a TDD user and someone with a regular telephone to communicate. The telephone number for this Relay Service is 1-800-735-8262.

Suggested Modifications:

1. The hearing disabled student will need a note taker so that he/she can give full attention to watching the speaker or interpreter.
2. The speaker should face the class as much as possible and should speak clearly and audibly.
3. Students need to sit close to the speaker for maximum intake of visual cues.
4. Many students with hearing disabilities need to receive assignments in written form in order to ensure proper understanding of the requirements.
5. The instructor should write technical or unfamiliar vocabulary on the chalkboard or on an overhead transparency.
6. Instructors should keep a minimum amount of lighting on when presenting audiovisual information so the instructor or interpreter can be seen at all times. It would be helpful to supply the student with a written explanation of a demonstration in advance. Video tapes or movies should be open or closed captioned. If they are not, the student should be provided with notes or a summary. Student Services needs to be notified of video use that is not captioned so that the interpreter may review it in advance.
7. The instructor should give a deaf student adequate time to respond to questions or participate in class discussions. There is a lag time between the end of a comment and the end of the interpretation into sign language.

HEAD INJURY

HEAD INJURY DEFINED

Well over half of the more than one million people receiving head injuries each year are between the ages of 15 and 28 years. Brain injury can result from two types of trauma: 1) external events, a bullet penetrating the brain; or 2) internal events, such as cerebral vascular accident or tumors. The consequences of brain injury are many and complex. Understanding how brain function is different after injury has much greater implications for education than does knowing the cause or type of the injury.

The Person with Head Injury

There is great variation in the possible effects of a head injury on an individual. However, most injuries result in some degree of impairment in the following functions:

- ✿ Memory - Memory deficits are probably the most common characteristic of students with brain injury. The primary problem is the inability to store information for immediate recall. Long-term memory or previously acquired knowledge is usually intact.
- ✿ Cognitive/Perceptual Communication - Distracted by extraneous stimuli, students may have difficulty focusing enough for learning to take place.
- ✿ Speed of Thinking - Students with cognitive deficits from brain injury often take longer to process information.
- ✿ Communication - Language functions (writing, reading, speaking, listening, as well as the pragmatics) may be impaired. Problems in pragmatics include interrupting, talking out of turn, dominating discussions, speaking too loudly or abruptly or standing too close to the listener.
- ✿ Spatial Reasoning - There may be deficits in spatial reasoning including the ability to recognize shapes of objects, judge distances accurately, navigate, read a map, visualize images, comprehend mechanical functions or recognize position in space.
- ✿ Conceptualization - Deficits in conceptualization reduce ability to categorize, sequence, abstract, prioritize and generalize information.
- ✿ Executive Functions - Ability to engage in goal setting, planning and working toward a desired outcome in a flexible manner is often impaired.
- ✿ Psychosocial Behaviors - Some of the common types of psychosocial behavioral disabilities include depression/withdrawal, mental inflexibility, denial, frustration, irritability, restlessness, anxiety, mood swings, impulsivity, poor social judgment, disinhibition, euphoria, apathy, fatigue and decreased awareness of personal hygiene.
- ✿ Motor, Sensory and Physical Abilities - Brain injury can result in specific impairments primarily manifested in the physical or medical condition of the student after the injury.

Comparison with Specific Learning Disabilities

On the surface, problems encountered by the head injury survivor may seem like those common to students with learning disabilities. Many of the academic modifications listed for students with learning disabilities will also be appropriate for students with head injuries. Whereas similarities exist, there are important differences which have profound significance for effective programming.

To summarize, compared to students with learning disabilities, the student with acquired brain injury may:

- ✿ be more impulsive, hyperactive, distractible, verbally intrusive and/or socially inappropriate
- ✿ have discrepancies in ability levels that are more extreme and harder to understand, such as reading comprehension at a level four years lower than the level of spelling ability
- ✿ learn some material rapidly, since they may need only to be reacquainted with a process or concept which they knew prior to their injury
- ✿ have more severe problems generalizing and integrating skills or information
- ✿ require on-going monitoring of tasks using independent thinking and judgment
- ✿ be unable to process information presented through usual remedial strategies because comprehension may deteriorate as the amount and complexity of material increases
- ✿ require a wider variety of strategies to compensate for impaired memory and problems with word retrieval, information processing and communication
- ✿ have more pronounced difficulty with organization of thoughts, cause-effect relationships and problem solving
- ✿ resist new learning strategies which seem too elementary (not accepting the changes caused by the injury)
- ✿ retain the pre-trauma self-concept of a non-disabled student and have difficulty accepting that his/her abilities and behaviors have changed and need to be adjusted.

Common needs for all students with head injuries:

Structure - Survivors of recent injuries often do not organize well. Returning to or entering school may provide a badly needed routine.

Flexibility - A great deal of flexibility is needed in scheduling the re-entry. Routines may need to be slowed down, and placement decisions may need to change after periods of rapid recovery.

Reduced Demands - Reducing demands on the head injured student may involve substituting a less demanding class, altering response modes (such as oral vs. written responses), providing books and lectures on tape or providing other support services. When reducing demands conflicts with the requirements for courses, and the conflicts cannot be reconciled, the student may need to reassess academic goals and consider other programs of study.

Supervision - The poor judgment and memory problems of a student with a head injury may make supervision a necessary ingredient of the educational program. For the student, this supervision could take the form of a planning and monitoring system which requires the faculty or SPC and student to plan together, set goals, report and evaluate progress.

Intervention - Head injured students are often not conspicuous before they begin to have serious trouble and they often misjudge their own problems. The head injury may make the student unable to assess the need for help without direct intervention.

LEARNING DISABILITIES

The U.S. Department of Education Rehabilitation Services Administration defines a learning disability as follows:

A specific learning disability is a disorder in one or more of the central nervous system processes involved in perceiving, understanding and/or using concepts through verbal (spoken or written) language or nonverbal means. This disorder manifests itself with a deficit in one or more of the following areas: attention, reasoning, processing, memory, communication, reading, writing, spelling, calculation, coordination, social competence and emotional maturity.

Each definition of specific learning disability concludes that individuals with this disability have:

Average to superior intelligence

A chronic disorder of neurological origin which causes difficulty in receiving, processing, integrating and/or expressing information

A severe discrepancy between achievement and intellectual capacity in one or more areas that did not primarily result from inadequate sensory acuity; environmental, economic or academic disadvantage; emotional disturbance; or mental retardation.

Often people assume that students with learning disabilities are unmotivated and less intelligent. Many question whether these students can succeed in college. Students with learning disabilities are not intellectually limited. They have the potential to succeed in higher education and are accepted based on the same qualifications as other students. In fact, students with learning disabilities attend the top academic institutions in our nation.

Some of the terms referring to disorders included under the umbrella term specific learning disabilities are: **dyslexia** (difficulty with reading), **dysgraphia** (difficulty with writing) and **dyscalculia** (difficulty with mathematics).

Adelman and Olufs (AHSSPPE, 1986) described some of the characteristic problems of college students with learning disabilities. Naturally, no student will have all of these problems.

Reading

- ✱ difficulty reading new words, particularly when sound/symbol relationships are inconsistent
- ✱ slow reading rate so that it takes longer to read a test and other in-class assignments
- ✱ poor comprehension and retention of material read
- ✱ difficulty interpreting charts, graphs, scientific symbols
- ✱ difficulty with complex syntax on objective tests

Writing

- ✱ problems in organization and sequencing of ideas
- ✱ poor sentence structure
- ✱ incorrect grammar
- ✱ frequent and inconsistent spelling errors
- ✱ difficulty taking notes and keeping pace with the lecture
- ✱ poor letter formation, capitalization, spacing and punctuation
- ✱ inadequate strategies for monitoring written work

Oral Language

- ✱ difficulty concentrating in lectures, especially two-to three-hour lectures
- ✱ limited vocabulary, difficulty with word retrieval
- ✱ problems with grammar
- ✱ auditory discrimination deficits

Math

- ✱ difficulty with basic math operations
- ✱ difficulty with aligning problems, number reversals, confusion of symbols
- ✱ poor strategies for monitoring errors
- ✱ difficulty with reasoning
- ✱ difficulty reading and comprehending word problems
- ✱ difficulty with concepts of time and money
- ✱ visual discrimination deficits

Additionally, an adult with learning disabilities may have social skill problems due to inconsistent perceptual abilities. He or she may be unable to detect the difference between a joking wink and a disgusted glance. The student may not notice the difference between sincere and sarcastic comments, or be able to recognize other subtle changes in tone of voice. These difficulties in interpreting nonverbal messages may result in lowered self-esteem for some adults with learning disabilities, and may cause them to have trouble meeting people, working cooperatively with others and maintaining friendships.

Although a learning disability cannot be “cured,” its impact can be lessened through instructional intervention and compensatory strategies. Appropriate academic adjustments made for students with learning disabilities may include some of the following examples of strategies, depending upon documentation of individual need and the educational setting.

LEARNING DISABILITIES

Suggested Modifications

- ✿ Give priority registration.

Textbooks and Printed Course Material

- ✿ Students who have textbooks on tape as an approved accommodation can often obtain them from Recordings for the Blind and the Dyslexic.
- ✿ If the textbook has a study guide or computer tutorial, suggest that the student use it.
- ✿ Student Services has various assistive technology which may be used by students with learning disabilities (see description in section on visual impairments).
- ✿ Make all assignments in writing. Double-space all material.
- ✿ Provide handouts in high contrast form: black print on white paper.
- ✿ Make the syllabus available prior to the first day of class to allow students to begin their reading early.

Lectures

- ✿ Use multimedia presentations.
- ✿ Use note taking modifications:
 - A note taker may be requested. This person should be a good student who takes complete notes.
 - The classmate's notes may be photocopied in Student Services (SS) or the classmate may prefer to take notes with carbonless paper that is provided by SS.
 - Provide copies of the instructor's notes for those classes the student attends.
 - Students are permitted to tape record lectures.
 - Provide copies of transparencies.
- ✿ Read aloud material that is written on the chalkboard or that is given in handouts or transparencies.

Written Assignments

- ✿ When the object of the assignment is to demonstrate knowledge or opinions, allow alternative formats of equal difficulty such as taping, visual displays, oral presentation, etc.
- ✿ Allow the student to use a word processor in class.
- ✿ Minimize penalties for misspellings, incorrect punctuation and poor grammar unless the object of the assignment is to demonstrate written skills.
- ✿ Allow the student to use a dictionary and/or electronic spellchecker.
- ✿ Critique an early draft of the paper.
- ✿ Allow extended time for in-class writing assignments and/or permit student to utilize a computer lab for writing.

Math

- ✿ Allow use of a basic, four-function calculator in class.
- ✿ Examine the test for the types of errors. It may be appropriate to give partial credit for work shown even when the final answer is incorrect due to transposed numbers, etc.

Evaluation

- ✿ Allow tests to be taken in a quiet environment with minimal distractions.
- ✿ Allow the student to use a blank card or paper to assist as a reading guide.
- ✿ Allow extended time.
- ✿ Provide alternatives to computer-scored answer sheets (e.g., allow the student to mark the exam rather than a separate answer sheet.)
- ✿ Allow the student to respond orally to exam questions. Answers may be relayed directly to the instructor, tape recorder or scribe.
- ✿ Give the student prompt, explicit written and oral feedback.
- ✿ Consider alternative test designs. Some students with learning disabilities may find multiple choice formats confusing. A student with a perceptual impairment will have trouble with tests requiring students to match different items.
- ✿ Consider alternative or supplementary assignments to evaluate students' mastery of the course material. Taped interviews, slide presentations, photographic essays or handmade models may lead to more accurate evaluations of mastery.

ATTENTION DEFICIT DISORDER...

What is Attention Deficit Disorder?

Attention Deficit Disorder (ADD), also called Attention Deficit Hyperactivity Disorder (ADHD), is a developmental disability considered to be a medical condition that is estimated to affect between 3-5 percent of all children. The disorder is characterized by three predominant features: inattentiveness, impulsivity and in many, but not all cases, restlessness or hyperactivity. The disorder is most prevalent in children; however, ADD can and does continue throughout the adult years. Current estimates suggest that approximately 50 to 65 percent of the children with ADD will have symptoms of the disorder as adolescents and adults. Scientific evidence suggests that the disorder is genetically transmitted in many cases, and is caused by a chemical imbalance or deficiency in certain neurotransmitters (chemicals that regulate the efficiency with which the brain transmits information). ADD is a neurologically-based medical problem.

Suggestions to Faculty:

1. Provide students with a detailed course syllabus. Make it available before registration, if at all possible.
2. Clearly spell out, in writing, your expectations of material to be covered, due dates, grading, etc., at the outset of the course.
3. Start each lecture with an outline or overview of the material to be covered during that period, including the context of previously covered material. At the conclusion of the class, briefly summarize key points.
4. Face students when speaking; use gestures and natural expressions to convey meaning.
5. Preset new or technical vocabulary on the chalkboard or a handout. Use new terms in context to convey meaning.
6. Give assignments both orally and in written form to ensure correct interpretation.
7. Permit students to tape record lectures and/or use note taker services.
8. Prior to exams, provide review sessions and study questions that demonstrate the format and content of the test. Explain what constitutes a good answer and why.
9. Permit the use of simple calculators, scratch paper, spelling dictionaries and electronic spellers during exams.
10. Give extended time for testing in a low distraction setting.
11. Encourage students to use services provided through Student Services.

ORTHOPEDIC/MOBILITY DISABILITIES

A variety of mobility-related disabilities result from neuromuscular and orthopedic impairments. These disabilities may be congenital or they may be the result of an accident or illness. They may include conditions such as spinal cord injury, paralysis, cerebral palsy, severe forms of arthritis, polio/post polio, spina bifida, orthopedic injury, amputation, cardiac conditions, cystic fibrosis, later stages of AIDS, stroke and muscular dystrophy.

The range of disabilities in this category is large. Functional abilities and limitations will vary widely, even within one disability group. Some conditions are such that the person experiences pain, spasticity or lack of coordination. In other conditions there are intermittent flare-ups (when a student might be absent from class) and periods of remission, where the student seems to have no impairment of function (e.g., multiple sclerosis).

A number of students who use wheelchairs are able to stand but not walk. Some who use scooters or wheelchairs can walk with the aid of canes, crutches, braces or walkers. Using a wheelchair may help these individuals conserve energy or move about more quickly. Some students who use wheelchairs have full use of their arms and hands, whereas others do not. Students with muscular and mobility impairments also may have a hearing or speech impairment (e.g., cerebral palsy). Others may tire very easily. Since there are vast differences among students, even when they have similar impairments, the best judge of what the student can or cannot do is the individual.

Suggested Modifications

- ✿ It may be necessary to be lenient with these students when they are occasionally late getting to class, particularly in inclement weather. Advisors and students should schedule classes whenever possible to allow extra time for getting from class to class. Also, it may be necessary to schedule classes physically close together on campus. Priority registration helps make this possible.
- ✿ Many of these students will need note takers, use of lap-top word processors and/or tape recorders in class.
- ✿ Most students will have no unusual difficulty with tests. Some, however, will need extra time and/or special arrangements (e.g., typewriter, computer, scribe, audio-taping answers or oral exams).
- ✿ Extra time or advanced notice may be needed for assignments due to slow writing speed or medical concerns which may involve large chunks of time in doctor's offices or hospitals.
- ✿ Adjustable tables, lab benches, drafting tables and the like may need to be made accessible for students in wheelchairs. Student Services arranges placement of tables in classrooms.
- ✿ When instructors intend to hold a class in a new location or go on a field trip, they should check to be sure that the new site is accessible. If the College provides transportation for field trips, it is required to provide accessible transportation.
- ✿ Some students will require help manipulating tools, laboratory equipment and/or chemicals.
- ✿ An assistant or lab partner, who merely functions as the student's hands or legs, also may be needed. Student Services may provide a lab assistant if warranted.
- ✿ Many of the students who require accessible parking have orthopedic/mobility disorder. All personnel should show consideration for individuals who require accessible parking in order to attend classes. College personnel can help educate non-disabled students who may not realize that most people who need accessible parking are not wheelchair users. Many significant disabilities are not readily apparent.
- ✿ Treat the student as you would all other students whenever possible.

PSYCHOLOGICAL DISABILITIES

The term psychological disabilities covers a wide range of conditions and may include (but not be limited to) chronic conditions such as bi-polar disorder, personality disorders, psychoneuroses and psychoses.

The U.S. National Institute of Mental Health recently learned that one in five Americans has some form of mental illness in any given six months. With appropriate treatment, the vast majority of psychological disorders are effectively cured or controlled. Treatment, which often combines medications and psychotherapy, can effectively stop acute symptoms in 80 percent of those living with schizophrenia, end the terror of phobic disorders and halt the downward spiral in approximately 90 percent of those living with depressive disorders.

The greatest problems related to providing educational support services to students with a history of mental illness are founded in the misconceptions and stigma about the illness. Media attention to crimes involving persons with a psychiatric history and television dramas depicting persons with mental illness as psychotic killers play on deep, unconscious fears. Isolated and infrequent incidents on campus or in the community help to feed and justify these fears. As a result, faculty and staff may often be reluctant to approach students realistically because of fears that the students are very fragile or could be violent. In reality, people with mental illness do not commit more violent crimes than the rest of the population. Although comparatively few students with psychological disabilities may react to stress by becoming agitated or even threatening. Faculty who are familiar with this group of students report that incidents of disruptive behavior by individual students can often be predicted, and therefore, prevented or circumvented.

Dealing with Disruptive Behaviors When They Occur

Although most students with psychological disabilities rarely 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 the 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 timely referral should be made to the Dean of Students Services.

Suggested Modifications

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:

- Assistance with orientation/registration/financial aid forms
- Assistance choosing classes and instructors
- Extended time for exams/test proctoring
- Change of location for exams: non-distraction setting
- Note takers, readers, tape recorders
- Modifications in seating arrangements
- Peer support
- Identified, nonthreatening place on campus for meeting before or after class
- Flexibility in the attendance requirements in case of hospitalization/crisis
- Incompletes or late medical withdrawals rather than failures in the event of prolonged illness-related absences
- Time management and study skills assistance

Educators are especially helpful to students with psychological disabilities when they help the student identify and explain his or her own functional classroom limitations, such as difficulty with oral presentations, or the need to accommodate side effects of medications (e.g. thirst, itching, agitation, frequent trips to the bathroom, etc.).

VISUAL DISABILITIES

Visual impairments are disorders in the function of the eye as manifested by at least one of the following: (1) visual acuity of 20/70 or less in the better eye after the best possible correction, (2) a peripheral field so constricted that it affects one's ability to function in an educational setting, (3) a progressive loss of vision which may affect one's ability to function in an educational setting.

Visual disabilities are so varied that it is often difficult to detect such a student in the classroom or on the campus. The student may appear to get around without assistance, read texts, and/or even take notes from the chalkboard. However, in most cases some form of assistance is needed.

A "legally blind" person is one whose vision, while wearing corrective lenses, does not exceed 20/200 in the better eye, or whose visual field is less than an angle of 20 degrees. Ninety percent of individuals who are identified as legally blind have some useful vision or light perception. Total darkness is rare.

Some students use aids such as service dogs. These dogs are trained to move at the direction of their masters and are well-disciplined to function in group settings. It is important to note that service dogs are not to be petted or distracted in any way while they are on duty. Service dogs are allowed by law in all college buildings, including laboratories, food services areas, classrooms and administrative offices.

Other students may use white canes, and a few use special electronic sensing devices to enhance mobility. Special considerations may be needed for these students when a class is moved to a new location, when a group goes on a field trip or when the furnishings in a room are moved for a special program.

Suggested Modifications

- Provide reading lists or syllabi in advance before the start of the semester to allow time for arrangements to be made, such as the taping or Braille of texts.
- Allow the student to use note taking devices such as Braille and Speak.
- Allow tape recording of lectures and class discussions.
- Team the student with a sighted classmate or lab partner.
- Reserve front seats for low-vision students. Make sure seats are not near or facing windows. Glare from the light can make it hard for a student to see the instructor or the board.
- Verbalize the content printed on transparencies or on the chalkboard.
- Face the class when speaking.
- Provide large print copies of classroom materials by enlarging them on a photo copier.
- Be flexible with assignment deadlines or give advance notice, especially if library research is requested.
- If a specific task is impossible for a student to carry out, consider an alternative assignment that still meets course objectives.
- Provide alternative testing formats (e.g. oral, large print, Braille or taped).
- Allow extended time for tests.
- Other adaptations suited to specific situations, such as tactile materials in presenting graphs or illustrations may be helpful.

STUDENTS WHO USE BRAILLE

So that Braille materials can be produced in a timely manner, syllabus, class handouts, and tests need to be provided in hard copy and on disks saved in a text file well in advance to Student Services. A blind student who uses Braille is entitled under the ADA to receive materials such as handouts in Braille at the same time as the rest of the class. Please contact Student Services for additional information.

Adaptive Technology Aids

Whenever possible, texts are obtained in Braille, on tape, or on computer diskettes from national lending libraries. The college will provide handouts and class materials in alternative format when they are not available for loan.

For classes and labs which utilize computers, print enlarging software and/or vocal output adaptations can make computers accessible by individuals with disabilities.

A Reading Edge Reading Machine scans and reads book onto tape.

Dragon Dictate is speech recognition software that types the spoken word. Jaws is a screen reader that reads everything on the computer screen. New advances in technology are creating greater accessibility for all students.

SPEECH AND LANGUAGE DISORDERS

Speech and language disorders refer to problems in communication. Examples include dysfluency (stuttering), articulation problems, voice disorders, and aphasia (difficulty using words, usually as a result of brain injury or loss of voice).

Speech and language disorders may result from many factors, including hearing loss, learning disabilities, cleft lip or palate, or cerebral palsy. Speech disorders may be aggravated by the anxiety inherent in oral communication in a group setting.

Suggested Modifications

- Permit students the time they require to express themselves, without unsolicited aid in filling in gaps in their speech. Don't be reluctant to ask the student to repeat a statement.
- Do not compel the student to speak in class, unless speech is a required course competency appropriate for the particular student.
- Consider course modifications, such as one-to-one presentations and the use of a computer with a voice synthesizer.
- Permit students to use augmented communication boards.

OTHER DISABILITIES

There are other impairments, neurological and medical conditions, which don't fit under the major categories already discussed but which are covered under Section 504 and the ADA. These disabilities can affect students by significantly impairing their energy level, memory, mobility, speech, vision, or muscular coordination (e.g., heart conditions, lupus sickle cell anemia, hemophilia, arthritis, asthma, diabetes, respiratory disorders, seizure disorder, cancer, kidney problems, Tourette's Syndrome, severe chronic pain, AIDS). In some cases, the degree of impairment may vary from one day to the next because of the nature of the medical condition, medication received or therapy. Some conditions are progressive and get worse year-by-year, resulting in emotional consequences for the student. Some students may be absent from class as a direct result of their disabilities, and they may require flexibility in attendance policy (when possible this should be arranged and documented before the fact). Some students will need similar accommodations to those found elsewhere in this manual. Students with disabilities must meet the fundamental requirements of the course.

Services for Persons with Temporary Disabilities

Individuals with a temporary disability, usually due to an injury such as a broken writing arm, an eye injury, etc., should be referred to the Office of Student Services after the individual has received initial medical treatment. Depending upon the documentation of the disability, the student may be eligible to receive services such as note taking, special test administration, loan of assistive technology and/or use of a wheelchair. If the student is absent for an extended period, Student Services may assist in making a request for a medical withdrawal.

Is Your Program Accessible?

All announcements of special events, programs and activities should contain a public statement informing and asking attendees with disabilities to request reasonable accommodations in advance. When a fee is charged for the event, it is the responsibility of the sponsoring department or office to budget for the cost of accommodations such as interpreters and note takers. Prior planning consideration should be given to selecting an accessible site whether on campus or off campus, and identifying accessible parking areas.

Emergency Evacuation of Buildings

Please offer assistance to individuals with disabilities by alerting them to the nearest route to safety. Individuals with mobility impairment or who use wheelchairs on upper floors should proceed to the nearest appropriate stairwell for rescue assistance. Stairwell landings that allow space for a person to wait without blocking the exit of others provide possible areas of rescue assistance. Alert the Campus Police or on-site emergency personnel, such as the Fire Department, as to the exact location of individuals awaiting rescue assistance. For information, contact Campus Police at 940-6444, Pager - 974-5061, or cell-943-8721.

REQUEST FOR NOTE TAKERS

ATTENTION: COURSE INSTRUCTOR

Please assist this student in his or her efforts to obtain a note taker for your class. It is imperative that this student receive notes from the first day the class begins. Suggestions to assist you in making this request to the class are as follows:

Advise the class that:

- 1) The need for a volunteer note taker exists. (Please do not use the student's name.)
- 2) Volunteer note takers will receive a community service certificate for the time involved in taking notes. This community service can be listed on a resume or job application as employers are interested in outside activities of this type.
- 3) Additional information can be provided by Student Services.

Please notify Student Services immediately if you are unable to acquire a volunteer note taker for this student. Thank you for your assistance in facilitating classroom accessibility.

11.1 Testing Adults with Disabilities*

POLICY: The GED Testing Program has long provided accommodations to candidates with disabilities and is committed to compliance with the requirements of the Americans with Disabilities Act (ADA). In an effort to make GED Tests accessible to all applicants, accommodations are made for candidates with diagnosed physical, mental, sensory, or learning disabilities who can provide appropriate documentation from a qualified professional of their impairment and its effect on their ability to take the GED Tests under standard conditions.

Under the Americans with Disabilities Act (ADA), entities that administer standardized examinations must offer the examinations in a place and manner that is accessible to persons with disabilities. This may require reasonable modifications to the manner in which the test is administered, such as extended testing time, as well as appropriate auxiliary aids and services (*i.e., testing accommodations*). The goal is to ensure that, for individuals with documented disabilities, the “test results accurately reflect the individual’s aptitude or achievement level or whatever other factor the examination purports to measure, rather than reflecting the individual’s impaired sensory, manual or speaking skills (*except where those skills are the factors that the test purports to measure*).” (*ADA Regulations*)

Consistent with the ADA, the American Council on Education (ACE) and the GED Testing Service have long believed that every candidate should have a fair opportunity to demonstrate his/her knowledge and skills under appropriate test conditions. Under standard GED Testing conditions, some candidates with disabilities may not be able to fully demonstrate what has been learned. This difficulty may be due to a physical or mental disability, such as learning disability or Attention-Deficit/hyperactivity disorder (ADHD).

When such disabilities are properly documented using the applicable GEDTS forms (*Form L-15 and/or SA-001*), and accommodations are approved by the GED Administrator, the GED Chief Examiner or Examiner shall arrange to test the candidate with the approved accommodations. The additional costs, if any, associated with providing such services may not be charged to the candidate. Fairness to all GED candidates is the underlying principle of the L-15 and SA-001 procedure, both for those GED candidates seeking accommodations and those candidates testing under standard conditions.

All potential GED candidates must be made aware of the availability of these accommodations. *The availability of test accommodations and the process for requesting such accommodations must be well publicized.* The GED Testing Service publishes two brochures, one for Learning Disabilities (LD) and ADHD, and a second dealing with physical and mental disabilities

It is the job of GED Chief Examiners and Examiners to disseminate information about test accommodations.

* Recreated from the GED Examiner’s Manual.

Beaufort County Community College

P.O. Box 1069
Washington, NC 27889

Support Plan

Date: _____

Student: _____

Instructor: _____

Special Pop. Coord.
940-6351

The purpose of this form is to advise you that Student Services is working with _____, a student enrolled in your _____ course. The appropriate accommodations are indicated below. Student Services may need your assistance to implement some of these accommodations in a timely and effective manner.

Instructional Accommodations:

Recommendation for Student:

If you have any questions or concerns regarding these accommodations and/or your responsibility for their implementation, please feel free to call me at 940-6351.

Special Pop. Coord.

Date

Student

Instructor

white - folder
yellow - Instructor

pink - student



Student _____
Semester _____
Date _____

Special Populations Coordinator
940-6351

Please list the name of each course and the accommodations requested.

1 _____

**Actions taken by
coordinator:** _____

2 _____

**Actions taken by
coordinator:** _____

3 _____

**Actions taken by
coordinator:** _____

4 _____

**Actions taken by
coordinator:** _____

I understand that it is my responsibility to make any request for accommodations in writing. I am also aware that I need to meet with the Special Populations Coordinator at least twice a semester.

Signature _____



Testing Accommodations

Dawn Holden
Special Populations Coord.
940-6351

Student Services has a testing room designed to accommodate one student taking a test. All students who require the use of the testing room must have a completed Testing Accommodation form. It is the student's responsibility to have this form signed by the instructor and to distribute all copies.

In order to use this room the **STUDENT MUST:**

- reserve the room with Student Services at least 48 hours before taking the test
- show up on time for the test
- know what specific materials are allowed, such as calculator, text, etc. and any special instructions
- if additional accommodations are needed (oral test, writers, etc.) a Support Plan must be developed by the SPC prior to testing time

Instructor will need to:

- sign a new form each exam time
- include any special directions for the test
- send test to Dawn Holden and Clay Smith at least 24 hours prior to testing time.

Date of Test: _____

Time of Test: _____

Course: _____

Student

Instructor

Date

Special Pop. Coord.

White-SPC Yellow- Instructor Pink-Student

Selected Resources

The following sources are thanked for sharing information used in the preparation of this resource guide:

- . Campus Guidelines for Using Inclusive Language and Illustrations in University Publications
University of Maryland at College Park
- . Disability Etiquette Handbook
City of Chicago
- . Faculty Guide for Reasonable Accommodations
University of Florida
- . Faculty Guide: Understanding Students with Learning Disabilities
Western Washington University
- . Faculty Guide: Understanding Students with Physical Disabilities
Western Washington University
- . Gallaudet College for Continuing Education
- . HEATH Resource Center
- . National Information Center for Children and Youth with Disabilities
- . Plan for Accommodating the Academic Needs of Students with Disabilities
University of California, Berkeley
- . Providing Academic Accommodations for Students with Disabilities
San Diego State University
- . Reasonable Accommodations: A Faculty Guide to Teaching College Students with Disabilities
Professional Staff, Congress (AFT Local #2334) of the City University of New York
- . Resource Guide to Programs and Services for Students with Disabilities
State University System of Florida
- . Teaching College Students with Disabilities: A Guide for Professors
Dawson College, Montreal, Quebec, Canada
- . The College Student with a Disability: A Faculty Handbook
President's Committee on Employment of People with Disabilities
- . U.S. Department of Education Office for Civil Rights,
Washington D.C. 20202-1328
- . U.S. National Institute of Mental Health
Washington D.C. 20202-1328