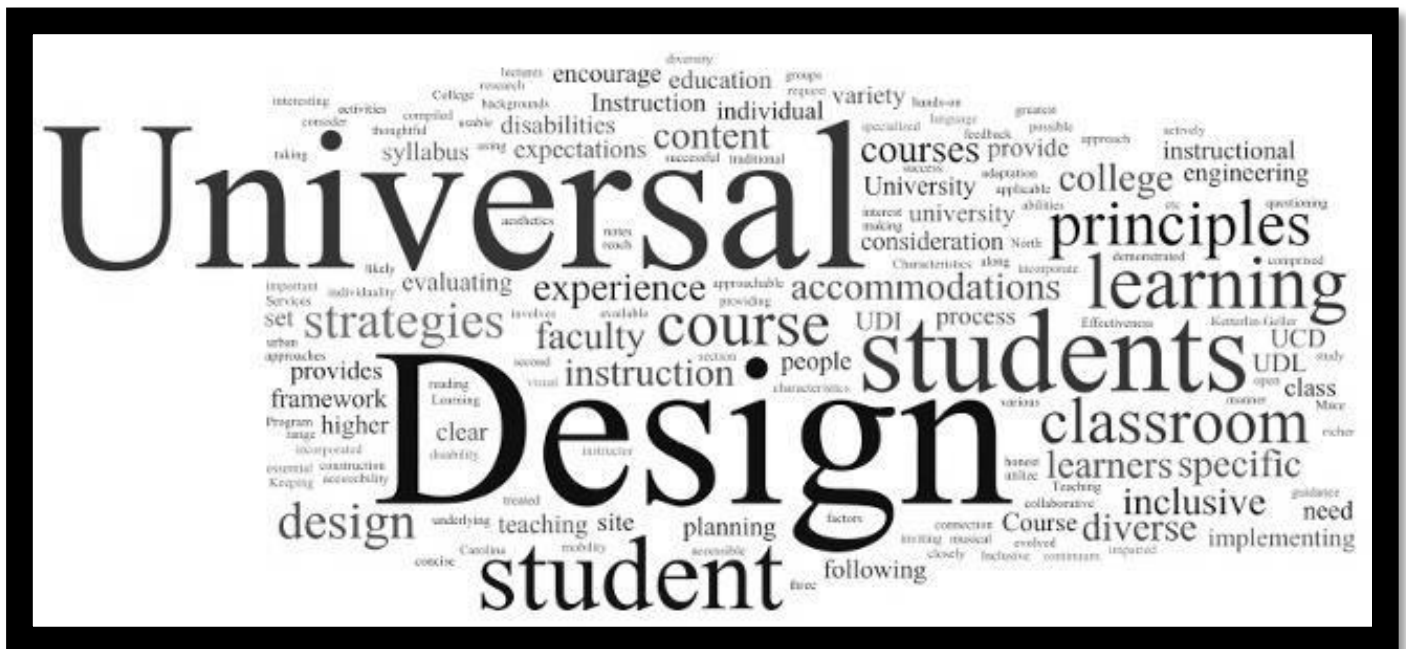


A Faculty Guide for Teaching Students with Disabilities



BRADLEY
University

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BRADLEY University

Student Access Services

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Introduction

Bradley University is committed to a policy of non-discrimination and the promotion of equal opportunities for all persons regardless of age, color, creed, disability, ethnicity, marital status, national origin, race, religion, sex, sexual orientation, or veteran status. The University also is committed to compliance with all applicable laws regarding nondiscrimination, harassment and affirmative action.

Mission Statement Office of Student Access Services

The Office of Student Access Services (SAS) is committed to the fulfillment of equal educational opportunity, academic freedom and human dignity for students with disabilities. The SAS exists to provide reasonable and appropriate accommodations for qualified students with documented disabilities, to assist students in self-advocacy, to educate the Bradley community about disabilities, and ensure compliance with federal and state law.

Objectives

1. To facilitate the highest levels of educational excellence and potential quality of life for students with disabilities.
2. To support the institution's academic standards.
3. To achieve the highest levels of competence and integrity in all areas of assistance to students with disabilities. This support is guided by the consistent use of objective, professional judgment in all areas, especially when addressing the confidential nature of a student's disability.
4. To continually participate in professional activities and educational opportunities designed to strengthen the personal, educational, and vocational quality of life for students with disabilities. This includes the on-going development of strategies, skills, research, and knowledge pertinent to the highest quality of disability service delivery.
5. To be actively engaged in supporting and clarifying institutional, state, and federal laws, policies, and procedures applicable to the delivery of services for students with disabilities.

Office of Student Access Services Staff

Staff who will assist you with making your classroom, programs, and activities accessible for all students are:

Contact When You Have Questions/Concerns About...



Kristina Montelongo
Director

- Accommodations for a specific students
- Policies and procedures used to determine reasonable accommodations
- How to create a more accessible classroom



Lindsay DuBois
Testing Coordinator

- Exam questions and scheduling
- How to use/purpose of assistive technology
- Formats to use for accessible online and paper exams



Colton Wilder
Graduate Assistant

- Textbooks in alternative format
- Alternative formats for handouts and additional class materials
- Note takers
- Exam scheduling



Sharanya Bharadwaj
Graduate Assistant

- General office inquiries
- Assistive Technology assistance
- Exam scheduling

The Law

The Americans with Disabilities Act (ADA) of 1990, along with the Amendments Act of 2008, prohibit discrimination on the basis of a disability. Section 504 of the Federal Rehabilitation Act of 1973 states:



“[n]o otherwise qualified person with a disability in the United States...shall, solely on the basis of disability, be denied access to, or the benefits of, or be subjected to discrimination under any program or activity provided by any institution receiving federal financial assistance”...

An individual with a disability is defined by the ADA as

“...a person who has a physical or mental impairment that limits one or more major life activities, a person who has a history or record of such impairment, or a person who is perceived by others as having such impairment.”

The term “qualified,” in a post-secondary educational setting, means that the student meets the academic and technical standards required for participation in the class, program, or activity but has a physical and/or mental impairment that limits one or more major life activity, including, but not limited to:

- Caring for one’s self
- Performing manual tasks
- Seeing
- Hearing
- Eating
- Sleeping
- Walking
- Standing
- Lifting
- Bending
- Speaking
- Breathing
- Working

Major life activities may also include school-related tasks such as learning, reading, concentrating, thinking, and communicating. Major life activities also include the operation of “major bodily functions,” including, but not limited to, functions of the digestive, bowel, bladder, neurological, brain, respiratory, circulatory, endocrine, and reproductive functions.

Given that, Bradley is required to make reasonable accommodations to practices, policies and procedures, and to provide auxiliary aids and services for students with disabilities, unless to do so would fundamentally alter the nature of the course or program.

Reasonable Accommodations

A reasonable accommodation is a modification or adjustment to a course, program, service, activity or facility that enables a qualified student with a documented disability to have an equal opportunity. An equal opportunity means an opportunity to attain the same level of performance or to enjoy equal benefits and privileges as are available to a similarly-situated student without a disability. Bradley is obligated to make a reasonable accommodation only to the known limitations of an otherwise qualified student with a disability.

Reasonable Accommodations (continued)

To determine reasonable accommodations, the Office of Student Access Services may seek information from appropriate University personnel regarding essential standard for courses, programs services, activities, and facilities. Students and the practitioners directly involved in assessing the individual student's disability may provide recommendations for accommodations. However, final determination of reasonable accommodations that will allow the student equal access will be made by the Office of Student Access Services.

Reasonable accommodations are determined by examining:

1. The barriers resulting from the interaction between the documented disability and the campus environment;
2. The possible accommodations that might remove barriers;
3. Whether or not the student has access to the course, program, service, activity or facility without accommodations;
4. Whether or not essential elements of the course, program, service, activity, or facility are compromised by the accommodation.

Under provision of Section 504 and the ADAAA, students are guaranteed equal opportunity with no guarantee of specific outcomes.

In addition, the University reserves the right to define essential skills for its various degree programs; to refuse services to students who do not meet the standards establishing them as a person with a disability; and to refuse services to students who do not produce appropriate documentation or who do not follow procedures for accessing services.

Receiving a Request for Accommodations

Procedurally, formal requests for accommodations will come to you in a *Notification to Instructors*. The Office of Student Access Services will email you a PDF copy. If you have any questions or concerns, please contact the authorizing staff person whose name appears on the form. Students will also be given a copy of the form and they should make an appointment to discuss the accommodations with you. Faculty are not required to provide accommodations for a student who does not produce a Notification to Instructors signed by an Office of Student Access Services staff member. Students requesting accommodation without this form should be referred to SAS.

Responsibilities

Responsibilities of the Student

Students with disabilities have the responsibility to:

- meet qualifications and maintain essential institutional standards for courses, programs, services, activities and facilities
- identify as an individual with a disability when an accommodation is needed and seek information, counsel, and assistance as necessary
- provide appropriate documentation of the disability and how it limits participation in courses, programs, services, activities and facilities
- follow established procedures for obtaining accommodations, academic adjustments and/or auxiliary aids and services
- meet and abide by the University's academic, conduct and technical standards

Students are also responsible for contacting the Office of Student Access Services if reasonable academic adjustments or accommodations are not implemented in an effective or timely way.

Responsibilities of the Faculty

Faculty have the responsibility to:

- provide authorized accommodations in a reasonable and timely manner
- work with the Office of Student Access Services when clarification is needed
- refer students to the Office of Student Access Services when accommodations are requested but appropriate notification has not been received (if the student has a visible disability and the requested accommodation appears appropriate, the accommodation can be provided while awaiting official notification)

Responsibilities of Bradley University

Bradley has the responsibility to:

- provide information to students with disabilities in accessible formats upon request
- ensure that courses, programs, activities and facilities, when viewed in their entirety, are available and usable in the most integrated and appropriate settings
- evaluate students on their abilities and not their disabilities
- provide or arrange accommodations, academic adjustments, and/or auxiliary aids and services for students with disabilities in courses, programs, activities and facilities
- maintain appropriate confidentiality of records and communication

The Office of Student Access Services works closely with students to help them understand their rights and responsibilities. Some of those rights are covered by the Family Educational Rights and Privacy Act (FERPA) (20 U.S.C § 1232g; 34 CFR Part 99).

The Office of Student Access Services will be unable to discuss a specific student's circumstances or record with anyone (including parents or guardians) without the student's express written consent.

Disability Categories

Person with a disability means any person who:

1. Has a physical or psychological condition which substantially limits one or more major life activities (including walking, seeing, hearing, speaking, breathing, learning, and working);
2. Has a record of such impairment; or
3. Is regarded as having such an impairment

(ADA, 42 U.S.C. § 12101, *et seq*).

Disability categories include, but are not limited to:

- **Medical Conditions:** e.g., asthma, diabetes, fibromyalgia, HIV-AIDS, cancer, cerebral palsy, epilepsy, multiple sclerosis, muscular dystrophy, lupus, heart disease, Chron's Disease, sickle cell anemia, Ehlers-Danlos Syndrome
- **Psychological Conditions:** e.g., anxiety disorder, depression, bipolar disorder, schizophrenia, recovery from alcoholism and substance abuse, obsessive-compulsive disorder
- **Learning Disabilities:** i.e., an inability to receive, process, store or respond to information, or to speak, listen think, read, write, spell, or compute—e.g. dyslexia, dysgraphia, dyscalculia
- **Neurological Disorder:** e.g., attention-deficit disorder, attention-deficit hyperactivity disorder, brain injury, brain tumor, carpal tunnel syndrome, cerebral palsy, autism spectrum disorders
- **Deaf/Hard of Hearing**
- **Visually Impairment/Legally Blind/Blind**
- **Mobility Impairment:** e.g., arthritis, polio, spinal cord injuries, scoliosis, and other conditions that cause mobility difficulties or result in the use of a cane, walker, or wheelchair
- **Temporary Disabilities:** i.e., a treatable impairment of mental or physical faculties that may impede the affected person from functioning normally while he or she is under treatment



Teaching Students with Disabilities

Students with disabilities, like all students, bring a unique set of strengths and experiences to college. While many learn in different ways, their differences do not imply inferior capabilities. Although some manage without accommodations, many students need reasonable accommodations, including modifications in the way information is presented, and in methods of testing and evaluation, to successfully meet course requirements. These accommodations are determined and approved by the Office of Student Access Services in consultation with the student and in the context of a review of the student's history and documentation.

Students with disabilities bear the primary responsibility for identifying their disabilities and for requesting the necessary adjustments to the learning environment that necessitate collaborations between the Office of Student Access Services and faculty members.

It is the faculty's responsibility to ensure that the accommodations determined and approved by the Office of Student Access Services are provided to the student in a timely and responsive manner.

General Considerations

- Some students with disabilities identify themselves by contacting the Office of Student Access Services and/or their instructors before or early in the semester. Others may not.
- Students with disabilities are not obligated to register with the Office of Student Access Services.
- Some disabilities are noticeable through casual observation and immediately recognizable, for example, by the use of a cane, a wheelchair, or crutches. Other students have what are known as hidden disabilities, which are usually not apparent. These may include learning disabilities, emotional or psychological conditions, or non-obvious medical conditions. Some students may present with multiple disabilities.
- **If you suspect that a student has a disability, seek guidance from the Office of Student Access Services. Do not make assumptions about students' abilities or comments on students' "presumed" disabilities if those disabilities are not visible.**
- It is crucial that faculty include a statement in the class syllabus (a sample is provided on page 35) encouraging students with disabilities to arrange accommodations early in the semester.

General Considerations (continued)

- Dialogue between students with disabilities and their instructors is essential early in the semester, and follow-up meetings are recommended. Faculty should not feel apprehensive about discussing students' needs as they relate to the course. There is no reason to avoid using terms that refer to the disability, such as "blind," "see," or "walk."
- Students using wheelchairs or other assistive devices may encounter obstacles or barriers in getting to class on time. Others may have periodic or irregular curtailments of functioning, either from their disability or from medication. Some flexibility in applying attendance and promptness rules to students with mobility and chronic medical disabilities would be warranted (in so far as it does not compromise essential course requirements).
- A wide range of students with disabilities may be assisted in the classroom by making book lists available prior to the beginning of the semester, by speaking directly toward the class, and by writing key lecture points and assignments on the board.
- Chronic weakness and fatigue characterize some disabilities and medical conditions. A student may exhibit drowsiness, fatigue, impairments of memory, or slowness due to medication side effects. Such curtailments of functioning and interferences with the student's ability to perform should be distinguished from the apathetic behavior it may resemble.
- The objective of academic adjustments is always to accommodate the student's disability, not to dilute scholastic requirements.



Universal Design in Education



“The design of products and environments to be usable by all students, to the greatest extent possible, without the need for adaptation or specialized design.”

--Ron Mace

Founder of the Center for Universal Design

In Instruction

- A statement on the syllabus that invites student to meet with the instructor to discuss learning needs
- Multiple delivery methods that motivate and engage all learners
- A flexible curriculum that is accessible to all learners
- Examples that appeal to students with a variety of characteristics with respect to race, ethnicity, gender, age, ability, disability, and interest
- Regular, accessible, and effective interactions between students and the instructor
- Allowing students to turn in parts of a large project for feedback before the final project is due
- Class outlines and notes on an accessible website
- Assessing student learning using multiple methods
- Awareness of processes and resources for disability-related accommodations

In Services

- Service counters that are at heights accessible from both a seated and standing position
- Staff who are aware of resources and procedures for providing disability-related accommodations
- Pictures in publications and on websites that include students with diverse characteristics with respect to race, age, gender, and disability
- A statement in publications about how to request disability-related accommodations

Universal Design in Services (Continued)

- Web materials that adhere to accessibility standards, and printed materials that are easy to reach from a variety of heights and without furniture blocking access
- Printed publications that are available in alternative formats

In Information Technology

- Captioned videos
- Alternative text for graphic images on web pages so that individuals who are blind and using text-to-speech technology can access the content
- Procurement policies and procedures that promote the purchase of accessible products
- Adherence to standards for the accessible and usable design of websites
- Comfortable access to computers for both left- and right-handed students
- Software that is compatible with assistive technology
- Computers that are on adjustable-height tables

In Physical Spaces

- Clear directional signs that have large, high-contrast print
- Restrooms, classrooms, and other facilities that are physically accessible to individuals who use wheelchairs or walkers.
- Furniture and fixtures in classrooms that are adjustable in height and allow arrangements for different learning activities and student groupings
- Emergency instructions that are clear and visible and address the needs of individuals with sensory and mobility impairments
- Non-slip walking surfaces



Technology in the Classroom and for Online Courses

Online Course Accessibility

Although the asynchronous nature and remote access to online courses can eliminate physical and transportation barriers, the technologies used to create online courses can also hinder access. Below are some suggestions to assist faculty in ensuring that online classes are accessible:

- Reading materials should be available in accessible electronic formats
- Make sure, whenever scanning print materials that are posted to course websites, to create files that have been recognized as text by optical character recognition software, not simply scanned as images or copies, which will ensure access to blind or other print-disabled students
- Video and audio recordings should be captioned and/or transcripts provided
- Graphics and images should be labeled with descriptive text tags
- Use one-on-one discussions with any student needing accommodation to better understand how to provide access to your course
- Use many of the techniques and recommendations provided throughout this Guide to make your online course accessible to all types of student learners

While the use of digital and electronic formats allows for greater access to course offerings by students with disabilities, some student may still be excluded when course materials are not designed with the needs of all learners in mind. Examples of problematic course materials are videos that lack captions or audio descriptions, which exclude viewers with hearing or visual impairments. Many students with learning disabilities can also experience increased comprehension when video-based materials are captioned.

Pictures/Descriptions

- Recognize that some students cannot see pictures in textbooks, on websites, or on presentation slides. Include a brief description of a picture that serves a vital role for the course curriculum

- Deliver the description orally, along with the picture on the presentation slide, if showing the slide to the class. The description should be included as an alternative text for a course-based web page
- Check any website with illustrations or pictures to which students are referred provides adequate descriptions for important elements

Video

Like pictures and illustrations, the use of video can present particular challenges to students with visual disabilities. The use of videos in a curricular context should be accompanied by at least:

- Brief descriptions that convey the significance of the visual action, with pertinent dialogue that can give the student sufficient context to derive a meaningful experience
- Captioning or full transcripts that enable students with hearing disabilities to access the content, which, combined with the visual action, can enable students to fully benefit from the experience of classroom videos

Audio/Captions & Transcripts

- Audio materials like podcasts, lecture recordings, and other material should be accompanied by synchronized captions or have transcripts available for students with hearing disabilities
- Videos that feature video descriptive services, an enhancement of narration that describes the visual elements of the movie—the action, characters, locations, costumes and sets—without interfering with the movie’s dialogue or sound effects. This type of enhancement can provide accommodation for students with visual impairments

Canvas Accessibility

Below is the Accessibility Statement put out by Instructure about Canvas:

Instructure is committed to ensuring its products are inclusive and meet the diverse accessibility needs of our users. Canvas LMS strives for WCAG 2.1 Level A/AA and Section 508 conformance. Regular testing (both internal and by a third party) is conducted to identify conformance issues, with processes in place for timely remediation of accessibility issues that are identified. Canvas is a complex and broad system.

Please refer to the [Product Accessibility](#) site for additional information about specific tools within Canvas.

Accommodating Special Test-taking Needs in Canvas

Capabilities exist in Canvas to help an Instructor meet the special needs of particular test-taking students. Occasionally, a student cannot complete a test or quiz on the assigned class schedule, or may need an accommodation such as additional time to complete a timed assessment.

We assume a basic familiarity with Canvas, and the *Quizzes* tool, on the reader’s part in this document.

Essentially, the Instructor will navigate to the “Moderate” section within a quiz in order to provide additional time for a student.

To illustrate, we will use the specific case of an Instructor who has two students with a common special need, such as both students having missed a scheduled test due to health reasons. Alternatively, an Instructor might

encounter a situation in which two students have varying special needs, such as one student needing a different end date for a test than the rest of the class, and the other student needing extra time to complete the same one-hour timed test. If you encounter such varying special needs, simply follow the procedures below, and repeat them as needed for as many special needs as you encounter. Note: these directions are for New Quizzes.

Scheduling Different Dates of Availability

1. Navigate to the Quizzes tool in Canvas.
2. Locate the quiz and click on the three dots to the far right; choose Edit.
3. Scroll down to the availability dates; click “+ Add” below the original availability dates.
4. In “Assign To”, key the name of the student(s) you need to provide a different availability date for.
5. Add the new available from/due/until dates for the student(s).
6. Click Save at the bottom right.

Providing Additional Time for a Student for All Quizzes/Exams in a Course

1. Navigate to the Quizzes tool in Canvas.
2. Click on the name of the quiz you want to provide additional time for the student.
3. Scroll to the bottom of the page and click “Build” at the bottom right.
4. Click on Moderate towards the top of the page.
5. Click on the pencil under the Accommodations column.
 - a. Note: Once you have set the accommodation (time and a half, removing the time limit completely, etc) for the student here, the same accommodation will be applied for all new quizzes in your course for that student.
6. Select the Time Adjustment from the dropdown. If needing to provide time and a half, for example, choose “Time limit multiplier.”
7. Change the multiplier to 1.50.
8. Click Save at the bottom right.

Providing Additional Time for a Student for One Quiz/Exam in a Course

1. Navigate to the Quizzes tool in Canvas.
2. Click on the name of the quiz you want to provide additional time for the student.
3. Scroll to the bottom of the page and click “Build” at the bottom right.
4. Click on Moderate towards the top of the page.
5. Click on the “Moderate” button towards the far right of the student’s name.
6. Under the Time Adjustments dropdown, select “Give Additional Time.”
7. Provide the additional amount of time.
8. Close the side bar pop-out towards the top left.
 - a. This adjusted time will only apply to this one quiz/exam in the course.

If you have questions not answered by this document, please reach out to learn@bradley.edu.

Other Technology Tips

- When creating PDF files, be sure not to lock them with security features so as to prevent access.
- Whenever possible, convert course material into formatted text rather than relying on a scanned picture of a printed page.
- When creating presentations and posting them on course websites, convert the presentation to a common format like RTF (Rich Text Format) to allow for better access.

Accessible Science Labs

Science labs can present unique challenges for students across a wide range of disabilities. From reading instruments to navigating through physical spaces, these challenges are usually manageable with some forethought and planning.

Following are examples of accommodations that might benefit a student with a disability.

- Use wheelchair-accessible labs and field sites.
- Talk to a student about special learning needs and accommodation alternatives.
- Provide a lab partner.
- Use plastic instead of glass.
- Allow extra time for set up and completion of lab work.
- Address safety procedures for students with a variety of sensory and mobility abilities.
- Use institutional resources for students with disabilities.

Typical science lab accommodations for students with specific disabilities include those in the following lists.

Blindness

- verbal descriptions of demonstrations and visual aids
- Braille text and raised-line images
- Braille or tactile ruler, compass, angles, protractor
- Braille equipment labels, notches, staples, fabric paint, and Braille at regular increments on tactile ruler, glassware, syringe, beam balance, stove, other science equipment
- different textures (e.g., sand paper) to label areas on items

Low Vision

- verbal descriptions of demonstrations and visual aids
- preferential seating to assure visual access to demonstrations
- large print, high contrast instructions and illustrations
- raised-line drawings or tactile models for illustrations
- large print laboratory signs and equipment labels
- video camera, computer or TV monitor to enlarge microscope images
- hand-held magnifier, binoculars
- large print calculator

Mobility Impairments

- wheelchair-accessible field site
- uncluttered lab; clear, wide aisles
- preferential seating to avoid physical barriers and assure visual access to demonstrations
- mirrors above the instructor giving a demonstration
- an enlarged screen
- wheelchair-accessible, adjustable-height work surface
- non-slip mat
- utility and equipment controls within easy reach from seated position
- electric stirrer, container filler
- support stand, beaker and object clamp; test tube rack
- handles on beakers, objects, and equipment
- surgical gloves to handle wet or slippery items

- modified procedures to use larger weights and volumes
- extended eyepieces so students who use wheelchairs can use microscopes
- flexible connections to electrical, water, and gas lines
- single-action lever controls in place of knobs
- alternate lab storage methods (e.g., "Lazy Susan," storage cabinet on casters)

Deaf and Hard of Hearing

- preferential seating to view demos and watch instructor captioning for video presentations
- written instructions prior to lab
- visual lab warning signals

Learning and Attention Disabilities

- combination of written, verbal, and pictorial instructions with scaffolding
- repeated demonstration of procedure and support practice
- frequent, brief breaks
- preferential seating to avoid distractions and minimize extraneous stimuli
- scanning and speaking "pen"

Health Impairments

- avoid chemical materials to which student is allergic or provide alternate assignment
- flexible schedule and time allocation

Universal Design Considerations

Some of the accommodation suggestions listed above could be implemented within a lab now, anticipating that at some point a student with a disability may need access to the lab and that some changes may benefit all students. Here are some strategies that could be implemented in a science lab as a part of universal design efforts:

- Provide both written and verbal instructions.
- Give verbal and visual descriptions of demonstrations and visual aids.
- Use plastic instead of glass.
- Allow extra time for set up and completion of lab work.
- Address safety procedures for students with a variety of sensory and mobility abilities, including the provision of visual lab warning signals.
- Make laboratory signs and equipment labels in large print, with high contrast.
- Ensure that field sites are wheelchair accessible.
- Maintain wide aisles and keep the lab uncluttered.
- Incorporate an adjustable-height work surface for at least one workstation.
- Install a mirror above the location where demonstrations are typically given.
- Use lever controls instead of knobs.
- Install flexible connections to water, gas, and electricity.
- Buy lab products that can be used by students with a variety of abilities (e.g., plastic lab products instead of glass, tactile models, large-print diagrams, non-slip mats, support stands, beaker and object clamps, handles on beakers and equipment, surgical gloves to handle slippery items, video camera with computer or TV monitor to enlarge microscope image).
- Ensure that utility and equipment controls are within easy reach from a standing or seated position.
- Provide surgical gloves for handling wet or slippery items.

Sheryl Burgstahler, Ph.D., "Making Science Labs Accessible to Students with Disabilities," *Do-It*, University of Washington, n.d. Web. 29, July 2016.

Alternative Text for Students with Disabilities

Under federal law, any student who is determined to be “print disabled” as a consequence of a learning, visual, or other physical disability is entitled to receive copies of any printed instructional materials in any of a variety of accessible alternate formats from the publishers of those instructional materials. Those alternative formats can include electronically scanned versions of textbooks, or HTML, PDF, or Microsoft Word formatted documents.

Instructional material is defined as:

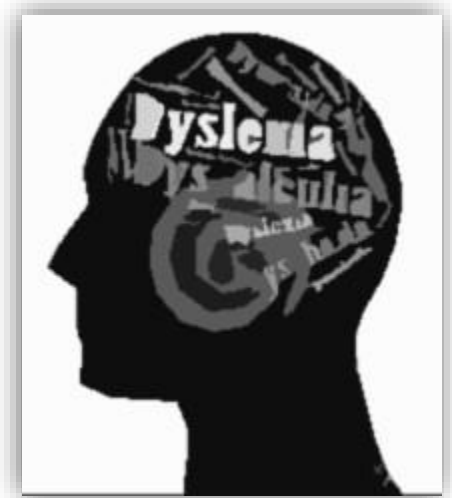
- Printed instructional material, including the text of the material, sidebars, table of contents, chapter headings, subheadings, footnotes, pictures, illustrations, graphs, charts, indices, glossaries, and bibliographies.
- Supplementary non-printed instructional materials, including all materials, regardless of original format (CD-ROM, DVD, web pages, video and audio tapes, etc.), with the goal that all electronic materials will meet guidelines and standards required by § 508 of the Rehabilitation Act.

Students should contact the Office of Student Access Services well in advance of the start of the semester to request assistance in obtaining these alternatively formatted materials as some requests can take up to six weeks to process. Faculty can help expedite this process by posting information about required textbooks and other course materials on Sakai prior to the beginning of the semester.

Learning Disabilities

A learning disability (LD) is any of a diverse group of conditions that cause significant difficulties in auditory, visual, and/or spatial perception. Included are disorders that impair such functions as reading (dyslexia), writing (dysgraphia), speech generation (dysphasia), and mathematical calculation (dyscalculia).

Each category exhibits a wide variation of behavioral patterns. In general, a variety of instructional modes enhance learning for LD students by allowing them to master material that may be inaccessible in one particular form. In other words, using multiple instructional techniques increases the likelihood that students with LD will succeed in college.



Functional Limitations

- Memory and sequencing difficulties that may impede the students' execution of complicated directions
- Difficulty integrating information presented orally, hindering students' ability to follow the sequence and organization of a lecture
- Slow reading speed, which makes comprehension a difficulty for students with LD, particularly when dealing with large quantities of text
- Difficulty taking notes caused by difficulty writing and assimilating, remembering, and organizing the material while listening to lectures
- Some students with LD have difficulty talking, responding, or reading in front of groups, though many students with LD are highly articulate
- Poor coordination, or trouble judging distance or differentiating between left and right
- Problems during laboratory classes with new equipment, exact measurement, and multi-step procedures that may demand skills that are hard for students with LD to acquire
- Perceptual deficiencies that may cause students with LD to lack social skills or have difficulty sustaining focused attention

Possible Accommodations

- Priority registration
- Extended time for quizzes and exams (1.5x or 2.0x)
- An alternate location for testing that provides a less distracting environment
- Questions and directions read aloud for exams
- Student does not complete scantron sheets (done by Office of Access Services staff)
- Use of a dictionary, calculator, or computer spellcheck
- A note taker, reader or scribe
- Use of audio recorder or laptop in the classroom
- Course substitution for nonessential course requirements in the major
- Extended time for in-class assignments
- Reduced course load

Teaching Strategies Learning Disabilities

- State the day's objectives at the beginning of each class
- Paraphrase key points from the reading and the lectures
- Provide examples
- Provide written directions
- Vary teaching methods (lecture, discussion, small groups)
- Provide step-by-step directions for class projects, bullet those directions, and give at least 2 weeks' notice of due dates
- Select well-organized textbooks with subheadings, clear explanations and instructions, and appropriate examples
- Print out and/or post online copies of overheads and PPT slides and make them available to students
- Review material regularly
- Encourage study groups
- Provide pre-reading questions for each reading assignment or group of related assignments
- Identify key points in the readings and lectures
- Do not penalize students for spelling, organizational, or handwriting errors on timed examinations (where those elements are not the elements being assessed)
- Allow students to use laptop computers for essay exams
- Provide written instructions for classwork and assignments, emphasizing exactly what you want students to do, and go over the instructions orally in class
- Write out the stages students need to follow to complete an assignment
- Provide adequate time for students to complete an assignment.
- Teach students to brainstorm and organize ideas. In most cases, informal outlines are more helpful than formal outlines because the latter are more detailed and formulaic. Often students with disabilities become focused on creating the perfect outline and fail to create the end paper
- Read drafts and give students written and oral feedback
- Encourage students to read their work out loud, use tape recorders (or their phones) to record their brainstorming, and/or record an oral draft of their papers. Some voice recognition software is both affordable and user-friendly, so students who find this method helpful might consider exploring this type of software
- Encourage the use of a computer at all stages of the learning process
- Encourage students to attend tutoring sessions (when available), use the Writing Center, or see an academic coach for help with organization

Attention Deficit/Hyperactivity Disorders (AD/HD)



Attention Deficit/Hyperactivity Disorders are among the most common neurological disorders that can affect children, adolescents, and adults. AD/HD is a medical term that is not synonymous with Learning Disabilities. Students with AD/HD may or may not have specific accompanying Learning Disabilities. Although these students have symptoms of both inattention and hyperactivity-impulsivity, there are some students in whom one or the other is predominant.

Functional Limitations

- Difficulty with time management
- Inadequate organizational skills, procrastination
- Low self-esteem
- Difficulty keeping current with assignments
- Problems in personal relationships and mood stability that affect academic performance
- Distractibility and difficulty focusing
- Poor impulse control
- Auditory processing problems
- Problems with reading comprehension and memory
- Inadequate note taking or writing skills
- Lack of perseverance
- Sleep problems

Behaviors

- Fails to give close attention to details or makes careless mistakes in schoolwork or other related activities, resulting in work that is often messy and performed carelessly without considered thought
- Has difficulty sustaining attention in tasks
- Does not seem to listen when spoken to directly
- Does not follow through on instructions and fails to finish schoolwork
- Has difficulty organizing tasks and activities
- Avoids, dislikes, or is reluctant to engage in tasks that require sustained mental effort
- Loses things
- Is easily distracted by extraneous stimuli that are usually and easily ignored by others
- Fidgets or is always moving
- Has difficulty regulating attention
- Blurts out answers before questions have been completed
- Forgetful in daily activities (e.g., missing appointments)
- Has difficulty engaging productively in group activities
- Often talks excessively
- Has difficulty waiting for their turn
- Interrupts others

Possible Accommodations

- Note taker or recording device
- Calculator
- Clear and concise directions—in written form, when possible
- Extended time for assignments
- Least distractive environment for testing
- Extended time on exams (1.5x or 2.0x)
- Alternative exam format
- Reduced course load

Teaching Strategies

- Supplement oral instructions with visual reinforcement, such that the student can frequently check that they are following instructions (e.g., write the assignment on the board or copy printed instructions)
- Modify tests if possible (e.g., provide extra time or divide the test in two parts and allow a short break between sections)
- Consider where the student is seated—closer proximity to the instructor may help the student stay on task
- Address essential academic and behavioral expectations in the class syllabus
- Outline class presentations and provide written list of key terms
- Repeat and summarize segments of each presentation and review often
- Paraphrase abstract concepts in specific terms and illustrate them with examples
- Provide concrete examples, personal experiences, hands-on models, and helpful visual materials like charts and graphs
- Repeat and re-word complicated directions
- Orient students to labs and equipment
- Label equipment, tools, and materials

Neurological Disabilities

Neurological Disorders are diseases of the central and peripheral nervous systems, which are the brain, spinal cord, cranial nerves, peripheral nerves, nerve roots, autonomic nervous system, neuromuscular junction, and muscles. There are more than 600 diseases of the nervous system such as brain tumors, epilepsy, Parkinson's disease, Autism Spectrum Disorder, Cerebral Palsy, stroke, and many more. Symptoms of these disorders may include weakness, headaches, numbness, tremor, memory loss, pain, confusion, altered levels of consciousness, poor coordination, loss of sensation, paralysis, and seizures.

Functional Limitations

- Often experience fatigue (physical, cognitive, and emotional)
- Difficulty with concentration and completion of tasks
- Experience pain
- May likely have to take medication (with possible side effects that may affect concentration and memory)
- May be more susceptible to stress
- May miss lectures due to medical appointments, illness, or time in the hospital
- Mobility or postural difficulties with walking, climbing stairs, or remaining in one position for long periods of time
- Difficulty with oral communication
- Difficulty with writing and other fine motor activities
- Poor organizational skills
- Problems with abstract thinking and concepts
- May be unable to hold or manipulate lab tools

Possible Accommodations

- Alternative tests
- Extended time on exams (1.5x or 2.0x)
- Distraction-reduced testing location
- Reduced course load
- Extended time on assignments
- Short breaks during exams or in class
- Note taker or use of recording device

Teaching Strategies

- Provide lecture notes in advance to help reduce the amount of handwriting or typing students may need to do
- Prioritize reading lists
- When advising students, suggest a class schedule that gives students sufficient time to move between classes
- Be mindful of keeping classroom and meeting area pathways clear to reduce the likelihood of accidents
- Allow students a break in long lectures
- Accommodate students who may need to sit in certain learning situations (e.g., in labs)

Traumatic Brain Injury (TBI)

TBI is also known as intracranial injury, and is any type of injury that results in trauma to the scalp, skull, or brain. This broad category includes brain hemorrhages, vascular injuries, cranial nerve injuries, and concussions.

Functional Limitations

- Difficulty paying attention
- Difficulty making decisions
- Language difficulties such as speech confabulation, aphasia, etc.
- Short- or long-term memory problems
- Anger management issues, irrational behavior disturbances
- Difficulty with neurological-based motor skills

Possible Accommodations

- Tests in alternative format
- Extended time for exams (1.5x or 2.0x)
- Distraction-reduced testing environment
- Short break during exams
- Reduced course load
- Extended time on assignments
- Note taker or recording device

Teaching Strategies

- Provide seating close to the instructor
- Provide frequent repetition of important tasks
- Provide verbal and written instruction during class
- Divide assignments into parts
- Give short, frequent quizzes, rather than more inclusive exams
- Accompany homework with written instructions
- Allow additional time to complete in-class assignments
- Provide student with a copy of the lecture outline
- Avoid placing students in high-pressure situations, such as reading out loud in front of the class

Autism Spectrum Disorder (ASD)

In the past, Asperger's syndrome and Autistic Disorder were separate disorders. They were listed as subcategories within the diagnosis of "Pervasive Developmental Disorders." However, this separation has changed. The latest edition of the manual from the American Psychiatric Association, the Diagnostic and Statistical Manual of Mental Disorders (DSM-5), does not highlight subcategories of a larger disorder. The manual includes the range of characteristics and severity within one category. People whose symptoms were previously diagnosed as Asperger's syndrome or Autistic Disorder are now included as part of the category called Autism Spectrum Disorder (ASD).

People with ASD tend to have communication deficits, such as responding inappropriately in conversations, misreading nonverbal interactions, or having difficulty building age-appropriate friendships. In addition, people with ASD may be overly dependent on routines, highly sensitive to changes in their environment, or intensely focused on inappropriate items. The symptoms of people with ASD fall on a continuum, with some individuals showing mild symptoms and others having much more severe symptoms.

Functional Limitations

- Poor non-verbal communication (e.g., reduced facial expression and limited or inappropriate gestures)
- Poor comprehension of the verbal and non-verbal expressions of others
- Clumsiness and poor coordination
- A preference for repetitive activities, a strong attachment to certain possessions, and distress at change
- Problems with abstract thinking and concepts

Behaviors

- Peculiarities of eye gaze, such as inability to make eye contact and read visual cues
- Inattention to the listener's needs
- Clumsy communication and interpersonal interaction
- Pedantic and perseverative speech (e.g., repeating words and phrases over and over)
- Unusual language characteristics (e.g., echolalia, exaggerated length of utterances, monotonous intonation, embedded sentences, or locked in wording)
- Over-focus on precision
- Written text consisting of continuous, unduly prolonged declarations or statements
- Special interests and skills are usually dependent on excellent rote memory

Possible Accommodations

- Alternative test format
- Extended time for exams (1.5x or 2.0x)
- Distraction-reduced testing environment
- Reduced course load
- Extended time on assignments
- Note taker or recording device

Teaching Strategies ASD

- Prepare the student for all changes in routine and/or environment
- Use verbal cues, clear visual demonstrations, and physical cues
- When abstract ideas are important, use visual cues as an aid
- Don't take inappropriate student behaviors personally
- Avoid idioms, double meanings, sarcasm and teasing
- Be as concrete as possible, avoiding vague questions like, "Why did you do that?" Avoid complex essay-type questions since students will rarely know when they have said enough or if they are properly addressing the core of the question
- Break tasks into smaller steps, or present them in more than one way (i.e., visually, verbally, physically)
- Avoid verbal overload
- Use written communication if the student uses repetitive verbal arguments and/or questions. Request that s/he write down the argumentative statement or question and then write your response. Or try the reverse, write down what you here the student saying and ask the student to respond in writing.

Psychological Disorders



Psychological disorders refer to a wide range of mental impairments characterized by debilitating behaviors that persist for more than several months and significantly restrict the performance of one or more major life activities. Examples of psychological disorders include major depression, bipolar disorder, anxiety disorders, schizophrenia, and personality disorders. A student with a psychological disability may have one or more diagnoses.

Functional Limitations

- Chronic fatigue or pain
- Sleep problems
- Side effects of medication
- High levels of anxiety or depression or extreme mood swings
- Severe test anxiety
- Problems concentrating, understanding, or remembering
- Problems managing assignments, prioritizing tasks, and meeting deadlines
- Difficulty interacting appropriately with others, including participating in group work or approaching instructors
- Difficulty understanding and correctly interpreting criticism or poor grades
- Problems coping with unexpected changes, such as changes in assignments, due dates, classrooms, or instructors
- Difficulty screening out environmental stimuli (sounds, sights, or odors) that interfere with concentration
- Feeling misunderstood, ignored, invalidated, or stigmatized
- Difficulty articulating needs

Possible Accommodations

- Seating near the door to allow for leaving class for short breaks
- Note taker or recording device
- Early availability of syllabi and textbook list
- Extended time on exams (1.5x or 2.0x)
- Use of assistive technology
- Distraction-reduced testing environment
- Attendance flexibility, when possible

Teaching Strategies

- Establish a welcoming climate
- Establish standards of classroom behavior for all students
- Address essential academic expectations the first day of class and repeat them often
- Brainstorm solutions with students and involve them in finding solutions to problems
- Speak with the student privately when dealing with a problem to avoid embarrassment

Mobility Impairments



Many types of orthopedic or neuromuscular disabilities can impact mobility. These disabilities include, but are not limited to: amputation, paralysis, cerebral palsy, stroke, multiple sclerosis, muscular dystrophy, arthritis, and spinal cord injury. Mobility disabilities range from lower body disabilities, which may require use of canes, walkers or wheelchairs, to upper body disabilities, which may include limited or no use of the upper extremities and hands. Mobility impairments may be permanent or temporary.

Functional Limitations

It is impossible to generalize about the functional abilities of students with mobility impairments. Mobility disabilities may impact students' strength, speed, endurance, coordination, manual dexterity, range of motion, and control of limbs, in various ways and to varying degrees. Students may experience difficulties that include but are not limited to:

- Chronic fatigue or pain
- Difficulty maintaining stamina
- Difficulty walking, standing, lifting, or sitting for a long time
- Tardiness to class
- Class absences
- Problems with physical access to, and movement in, classrooms and labs
- Difficulty manipulating objects, such as pages, pens, computers and lab equipment

Possible Accommodations

- Accessible locations for classrooms, labs, and field trips
- Wide aisles and uncluttered work areas
- Adjustable-height and tilt tables
- Easily reachable equipment
- Note takers, scribes and lab assistants
- Assistance with group activities
- Extended time on exams (1.5x or 2.0x)
- Exams in alternative format
- Personal care assistants in the classroom
- Assistive technology
- Course materials in electronic format
- Priority registration
- Laptops or assistive technology in the classroom

Teaching Strategies

- Be prepared to listen and involve the student in finding solutions to barriers
- Understand that occasional tardiness or absence may be unavoidable
- Plan appropriate seating to integrate students into the class; avoid relegating them to a doorway, side aisle, or back of the room

- Plan ahead for off-campus assignments
- Establish a communication system with the student if s/he cannot raise his/her hand to participate in class
- Know what to do in case of an emergency evacuation

Blind/Low Vision

Visual disabilities vary greatly. Persons are considered legally blind when visual acuity is 20/200 or less in the better eye with the use of corrective lenses, or when they have a field of vision no greater than 20 degrees. Most students who are legally blind may have some vision. Others who are partially sighted may rely on residual vision with the use of adaptive equipment. Students who are totally blind may have visual memory, depending on the age when vision was lost. Some blind students may need to use a service dog to assist them to get around campus. These dogs are specially trained and are allowed in classrooms and other academic settings.



Functional Limitations

Students with visual impairments face the challenge of accessing information designed for a visual world delivered in visually-oriented forms and systems. These can include printed materials and books, graphical computer interfaces, and online video. Other activities impacted by being blind or low vision include:

- Transportation and mobility
- Reading laboratory devices and taking measurements
- Reading signage and room numbers
- Reading print materials, textbooks, and computer-based information
- Comprehending mathematical symbols and concepts

Possible Accommodations

- Preferential classroom seating
- Audio recording of lectures
- Note takers, scribes and lab assistants
- Sighted assistance with group activities
- Use of canes and/or service animals for mobility
- Alternate formats of printed materials and textbooks
- Assistive technologies such as screen enlarging or reading software
- Extended time on exams (1.5x or 2.0x)
- Priority registration

Teaching Strategies

- Provide reading lists or syllabi in advance to allow time for ordering electronic versions of textbooks and other reading materials or for scanning or brailleing of textbooks
- Provide in advance a list of videos that will be used in class or assigned, to enable private viewing with a video describer
- Consult with the students and the Office of Student Access Services staff to identify effective adjustments for students with visual disabilities in web-based or hybrid courses
- Assist the student, in cooperation with SAS, in finding readers, note takers, or team the student with a sighted classmate or laboratory assistant

- Reserve front seats for low-vision students (if a guide dog is used, it will be highly disciplined and require little space)
- Face the class when speaking
- Convey in spoken words whatever you put on the board or project on a screen and any other visual cues or graphic materials you may use
- Permit lectures to be taped and/or provide copies of lecture notes in electronic format
- Provide print documents in large fonts and/or electronic format
- Be flexible with assignment deadlines
- Plan field trips and special projects (e.g., internships, observations) well in advance and alert staff at the destination as to whatever adaptations will be needed
- Consider an alternative assignment if a specific task is impossible for the student to carry out
- Consider alternative means of assessment, such as oral exams, audiotaped exams, large print paper, Braille embossed or tactile versions of exams, electronic formats of exams readable by screen reader and magnification software

Deaf/Hard of Hearing



A hearing impairment is a condition involving the entire range or spectrum of hearing loss. Deafness refers to a severe hearing loss, and a person who is deaf may use American Sign Language, speech reading, and other non-verbal means of communication. “Hard of hearing” refers to a less severe condition of hearing loss. The main mode of communication for a person who is hard of hearing may be audio-verbal.

Students who are deaf or hard of hearing tend to define themselves by their choice of communication. It is not uncommon, however, to encounter students who are hard of hearing using sign language or students who are deaf preferring oral communication. Signs of hearing loss may include the following behaviors:

- Providing inappropriate responses
- Speaking in an usually loud or soft voice
- Not hearing or responding when someone speaks from behind
- Appearing to pay attention but not actively participating in class discussions
- Asking for something spoken to be repeated
- Responding with smiles and nods but no further comments
- Withdrawn, shy, introverted, or, conversely, demanding and frustrated behavior
- Immature or awkward social skills
- Broad range of communication systems, from exclusively manual sign language to exclusively spoken language and all variations in between

Functional Limitations

- Hearing loss that ranges from mild to profound
- Relying on visual clues
- Miscommunications
- Limitation in effective hearing, speaking, reading, and written communications

Possible Accommodations

Individuals who are deaf or hard of hearing use a variety of devices, such as hearing aids and cochlear implants, and strategies, such as lip reading, to augment their aural and communication abilities. The Office of Student Access Services provides accommodations such as:

- Assistive listening devices (ALD) or FM systems
- Sign language interpreters
- Captioning
- Note takers
- Extended time on exams (1.5x or 2.0x)
- Priority registration
- Preferential seating in the front of the class

Teaching Strategies

- Be natural when working with a sign language interpreter

- Allow the student to sit where he can most easily see you, the interpreter and the board/screen simultaneously
- Be aware that the interpreter lags slightly behind the speaker and that any comment by the student is also slightly behind. It is important to be aware of your rate of speech and also to allow some lag time so the student's questions can be clarified before moving on to the next subject.
- Provide copies of the syllabus, PowerPoint presentations, or other handouts for the interpreter or captionist as far in advance as possible.
- Have all audio/visual media such as movies, DVDs, videos, and internet media captioned or subtitled
- Remember that a student with hearing loss cannot watch someone speak or sign while something is being demonstrated
- Talk and listen directly to the student, not the sign language interpreter
- Lecture from the front of the room and do not pace around
- Do not obscure your face or mouth
- Do not speak while writing on the board
- Identify who is speaking during classroom group discussion
- Repeat or rephrase questions or comments from the class before responding
- Avoid incomplete sentences, colloquialisms, and slang
- Avoid prolonged pauses in sentences
- Do not exaggerate the speed or enunciation of your speech as this distorts lip patterns
- Repeat and then paraphrase if the student does not understand
- Provide copies of notes and slides since most students who are deaf or hard of hearing cannot take notes while they are lip reading or watching an interpreter
- Limit the amount of background noise when possible

Speech Disorders

The term speech disorder refers to a number of conditions including articulation disorders, phonological disorders, apraxia of speech, fluency disorders, and voice disorders. Stuttering, or stammering, is the most common example of a speech disorder, in which the flow of speech is interrupted by stops and repetitions or prolonging sounds and syllables. Many disorders can be treated by speech therapists, which can help identify specific problems in students' verbal skills and teach them ways to compensate.



Functional Limitations

- Projection difficulties
- Chronic hoarseness and esophageal speech
- Fluency problems, as in stuttering
- Articulation of particular words or terms
- Anxiety and fear of speaking in public
- Self-confidence difficulties

Possible Accommodations

- Text-to-speech systems or computerized voice synthesizer
- Course modifications, such as one-to-one presentations or written papers instead of verbal presentations
- Extended time on verbal presentations

Teaching Strategies

- Give students the opportunity, but do not compel them, to speak in class
- Permit students the time they require to express themselves without unsolicited aid in filling in gaps in their speech
- Give enough time to students who speak slowly to express their thoughts
- Do not interrupt or complete a sentence for a student
- Ask the student to repeat what is said, if necessary (such a request is appropriate)
- Summarize what the student said to help him/her check for accuracy and understanding

Health Impairments

A range of medical diagnoses and health problems can have a temporary or chronic impact on a student's academic performance. Common diagnoses include arthritis, cancer, multiple sclerosis, asthma, AIDs, diabetes, and heart disease. Secondary side effects of illness and the side effects of medications can have a significant impact on physical and mental abilities including memory, attention, strength, endurance, and energy levels (DO-IT: Faculty Room).



Functional Limitations

- Difficulty attending classes full-time or on a daily basis
- Problem with prolonged sitting
- Problem working with specific inhalants in a lab
- Fatigue and memory problems
- Lack of confidence in abilities to complete tasks

Possible Accommodations

- Note taker, copy of professor's notes, audio recorder
- Extended time on exams (1.5x or 2.0x)
- Alternative location for testing
- Assignments available in electronic format
- Extended time on assignments and projects
- Class attendance flexibility (as long as it does not constitute a fundamental alteration of the course)
- Permission to withdraw late without academic penalty

Teaching Strategies

- Modify assignments only as needed
- Arrange room to accommodate student's medical equipment, if necessary
- Use of a computer to type long written assignments or exams
- Break tasks or assignments into smaller parts
- Maintain communication with the Office of Access Services to assure appropriate and coordinated instructions and accommodations
- Be flexible in accommodating the student's health-related needs

Syllabus Statements

All instructors are encouraged to include in their syllabi a statement inviting students with disabilities to meet with them in a confidential environment to discuss making arrangements for accommodations. This statement will help to create a positive and welcoming environment for students with disabilities. The statement also sets the tone for a collaborative model for implementing legally mandated accommodations and serves as a reminder to students who need the accommodations that these arrangements need to be discussed with faculty. Several suggestions are provided below from which you can choose:

Any student who feels they may need an accommodation based on the impact of a disability should contact me privately to discuss your specific needs. Students requesting accommodations must register with Student Access Services (SAS) located at 100 Heitz Hall and provide appropriate documentation to verify eligibility. You can reach the SAS at (309) 677-3654 or find more information at the [Student Access Services](#) website.

In accordance with University procedures, if you have a documented disability and require accommodations to obtain equal access in this course, please contact me privately to discuss your specific needs. You must be registered with Student Access Services (SAS) located at 100 Heitz Hall. You can reach the SAS at (309) 677-3654 or find more information at the [Student Access Services](#) website.

Please address any special needs or special accommodations with me at the beginning of the semester. Those seeking accommodations based on documented disabilities should register with Student Access Services. The Office is located at 100 Heitz Hall and the phone number is (309) 677-3654. More information is also available at the [Student Access Services](#) website.

Disability Etiquette

Seemingly insignificant details of behavior and language can be disconcerting to some students with disabilities. The following information may be useful in your interactions with persons with disabilities.



Meeting Students in Wheelchairs

- Don't lean on the wheelchair—it's an extension of the individual's personal space
- Try to place yourself on eye level of the wheelchair user by sitting or kneeling down
- Offer to assist but wait until the offer is accepted and provide the help in the way the person asks you to
- Talk to the person with disabilities, not to their personal care assistants

Meeting Students with Hearing or Speech Impairments

- Repeat or rephrase questions/comments what you believe the student to have said/asked before responding
- Face the student and speak at a natural, moderate pace
- Avoid the temptation to pick up the pace or finish a student's sentences when time is short
- Try not to stand or sit in front of a window where shadows might impede speech/lip reading
- When it is difficult to communicate or an interpreter is not available, write down communication with the student
- It is appropriate to position yourself to attract the attention of a deaf/hard of hearing student and use a light touch or a wave if necessary
- Deaf students may regard American Sign Language (which has a unique grammatical structure) as their first language—not English

Meeting Students with Visual Impairments

- Tell a visually-impaired person who you are and introduce others who may be in the room, saying where each person is located in the room
- Don't take a blind/visually impaired person by the arm to guide them; let the student take your arm
- Ask the student if they wish to be warned about steps, doors, and other obstacles
- Say clearly where the visually impaired student will be sitting, or place their hand on the back of the arm or back of the chair
- Common phrases like "see you later" can be used when speaking with a visually impaired person
- Remember that a visually impaired person may miss out on a gesture or facial expression and so appear to respond inappropriately

Organizing Events

- Advertise the accessibility of the venue
- Consider physical access and space when selecting a venue (e.g., seating, space for wheelchair users to maneuver)
- Be prepared to hire a sign-language interpreter and determine the seating to augment signing
- Be prepared to produce literature in forms other than standard print (e.g., larger font, Braille and electronic format) and advertise the availability of these materials
- If using videos, make sure you have a captioned version

- Ask persons fielding questions from the audience to repeat the question so that everybody has heard and the sign language interpreter has time to interpret the question

Working with Students Who Have Personal Care Assistants (PCA's)

- Always speak to the student and not the assistant
- Be aware that students with disabilities employ, schedule, and manage personal assistants to provide them with a service—PCAs are employees of the student and not the student's friends
- PCA's may serve as the student's voice, when appropriate
- PCA's should not give unauthorized assistance (personal care attendant is not responsible for the student's progress or behavior).

Working with Students Who Have a Service Animal

- Service animals are trained to respond on cue to perform a particular behavior or task that mitigates a student's disability and are allowed for use on the Bradley University campus
- If you have a question as to whether or not an animal qualifies as a service animal, please contact the Office of Student Access Services before speaking with the student
- The owner must be in full control of the animal at all times and the service animal must be well-behaved to remain on campus
- The animal must be on a leash at all times, unless impractical or unfeasible, due to owner's disability
- The animal must not display any behaviors or noises that are disruptive to others, such as barking, whining, growling or rubbing against other people
- Do not touch or distract service animals while they are working

Working with Students Who Have Note Takers

- Note takers are in class only to take notes for a student when the student is present
- Potential note takers must complete (and pass) a short course to verify adequate note taking skills
- Notes are delivered per the student's request: electronically, copies that are left for the student in the Office of Student Access Services or handed to the student after the class

Working with Students Who Use Testing Accommodations

- Faculty are responsible for making all aspects of their courses accessible-including examinations
- The Office of Student Access Services will assist with exam modifications, as needed (e.g., large print, Braille, interpreted exams, audio formats, readers, scribes, etc.)
- Faculty will receive a Notification to Instructors form at the beginning of each semester indicating what classroom and examination accommodations are necessary for each student with a disability
- At least 2 days prior to each scheduled exam or quiz in the course, the instructor will receive an electronic exam request from the SAS office; instructors will have the opportunity to say how and when the exam is administered; the exam can be sent via campus mail or hand delivered to the Office of Student Access Services
- Exams can be picked up upon completion or delivered to the faculty member
- Exams will not be returned by the students or by campus mail
- Test administration will begin at 9am and all exams will conclude by 4pm (Monday-Friday)

NOTE: It is important that we receive exams at least 1 day prior to administration to allow time for modification to adaptive formats.

Things to Always Remember

- Treat students with disabilities as individuals (not a category) and put the emphasis on the person and not the disability
- Be careful about making assumptions about what the student can or cannot do or will or will not be able to do in the future
- When in doubt, ask the student what they need—they are the expert

Emergency Procedures

During an emergency, faculty behavior is likely to influence student responses. A plan of action is essential for a student with a disability in the classroom who may need extra help in dealing with an emergency. Instructors are not responsible for determining a student's disability status, but in the event of an emergency, classroom instructors are expected to provide adequate assistance to students who self-identify as having a disability and are in need of assistance.

Building Evacuations

Techniques for evacuating students with disabilities vary with the nature of each student's disability. In general:

- Always ask the student how you can help before giving emergency evacuation assistance. Ask how s/he can best be assisted or moved, and if there are any special considerations or personal items or equipment that need to be taken.
- Do not use elevators unless authorized by Peoria Fire Department.
- Have a class roster and a working cell phone with emergency numbers available.

Students with Mobility Impairments

Students with mobility impairments have varying degrees of limitations. Some may be ambulatory and others may not. Some students who customarily use a wheelchair or scooter for long distance travel may be able to walk independently in an emergency.

- Encourage students with mobility impairments who are ambulatory to exit the building on their own, where possible. Designate someone to walk beside the students to provide assistance as needed. It is advisable that students wait until heavy traffic has cleared before attempting to evacuate.
- Direct those students who cannot evacuate to an emergency rescue area and instruct them to remain there until emergency rescue personnel arrive. Alert emergency personnel of the students' location and need for rescue.
- Do not attempt a rescue evacuation unless you have rescue training or the person is in immediate danger and cannot wait for professional assistance.

Students Who Are Blind or Have Low Vision

Students who are blind or have low vision should already be familiar with their surroundings after mobility and orientation training. They may not, however, be aware of emergency exits.

- Alert students who are blind or have low vision to the nature of the situation. Offer assistance and guide the student to the nearest emergency exit and away from the building to safety.
- Be aware that, depending upon the nature of the emergency, there may be a lot of commotion and noise. Students who are blind may not be able to orient themselves well. Your assistance is critical to their safety.
- Use what is known as the sighted guide technique by offering a person who is blind or low vision your elbow. The person holds on to your elbow, and you proceed ahead.
- Alert the student, as you walk, to where s/he is and inform him/her of any obstacles, debris, doorways, or narrow passages.

Students Who Are Deaf/Hard of Hearing

Students who are deaf or hard of hearing may not hear alarms or other audible warnings. Instructors should inform such students of an emergency. There are three ways to get students' attention:

- Write a note alerting the student to the emergency and instructing him/her where to go.
- Turn the light switch on and off to gain attention.
- Tap the student's shoulder.

In most cases, an interpreter will be in the classroom to explain the emergency situation to the student.

Faculty may encounter other types of emergencies in the classroom involving students with disabilities. There may be various instances in which faculty are expected to provide leadership. Examples include:

Student Having a Seizure

Most persons who have a seizure disorder are able to control their seizures through the use of medication; medical management of a seizure disorder is not, however, always totally effective. Students with an active seizure disorder will likely speak to you about their seizures and direct you as to how to respond if a seizure occurs.

Grand Mal Seizure

- Prevent injury by clearing the area around the person of anything hard or sharp
- Keep objects away from the individual's mouth
- Ease the student to the floor and cushion his/her head with an available sweater, sweatshirt, coat, etc.
- Remove the student's eyeglasses and loosen ties, scarves or anything around the neck that may impair breathing
- Turn the student on his/her side to help keep the airway clear
- Do not restrain the individual having a seizure
- Stay with the student until the seizure ends and he/she is fully awake

Petit Mal

In the event of a Petit Mal, or “Absence Seizure,” the student will appear as blankly staring, with loss of awareness and/or involuntary blinking, chewing, or other facial movements:

- If necessary, guide the student away from dangers
- Block access to hazards, but do not restrain the student
- Stay a distance away if the student is agitated but close enough to protect the student until full awareness has returned

Elevator Breakdowns and Repair

- Elevator breakdowns can be extremely inconvenient to someone with a mobility impairment. When you see a non-functioning elevator, please contact the Central Communications Center at 309-677-2915.
- Assist the individual in finding an alternative elevator if one is available.
- If you become aware of long-term elevator repair issues that will negatively impact access for a student with disabilities in your class, contact your department about getting the class location changed.

Additional Disability-Related Terminology

ally: Symbol used in recent years on social media platforms to replace the word accessibility.

Accessible: Descriptor of a site, facility, service, program, or activity that is easy for a person with a disability to approach, enter, operate, participate in, and/or use safely and with dignity, with or without accommodations or auxiliary aids.

Accommodations: An alteration of environment, curriculum format, or equipment that allows an individual with a disability to gain access to content and/or complete assigned tasks. Accommodations allow students with disabilities to pursue a regular course of study. They do not alter essential course or program requirements.

Americans with Disabilities Act (ADA) and the Americans with Disabilities Amendment Act (ADAAA) of 2008: A comprehensive federal law that gives civil rights protection to individuals with disabilities similar to that provided to individuals on the basis of race, color, sex, national origin, age and religion. It guarantees equal opportunity for and prohibits discrimination against individuals with disabilities in employment, state and local government services and activities, public accommodations, transportation and telecommunications.

Assistive Technology: Technology used by individuals with disabilities in order to perform functions that might otherwise be difficult or impossible. Assistive technology can include hardware, software and peripherals that assist students with disabilities in accessing computers, books, or classroom information.

Auditory Processing Disorder: A neurological syndrome that affects how the brain processes spoken language. There is a breakdown in receiving, remembering, understanding, and using auditory information, making it difficult for the student to process verbal instructions or filter out background noise.

Auxiliary Aids and Services: A wide range of services and devices that must be provided to individuals with disabilities so that they can have equal opportunity to participate in or benefit from an institution's programs and services.

Decoding: The ability to translate a word from print to speech, usually by employing knowledge of sound-symbol correspondences.

Disability: A physical or mental impairment that substantially limits one or more major life activity of an individual as compared to most students in the general population; has record of such an impairment; or is regarded as having such an impairment.

Dyscalculia: Difficulty understanding and using math symbols and concepts.

Dysgraphia: Difficulty with the physical task of forming letters and words using a pen and paper; difficulty producing legible handwriting.

Dyslexia: Difficulty decoding or processing words and/or numbers. It may also be referred to as "reading disability."

Dyspraxia: Difficulty with organization, planning and execution of physical movement.

Impairment: An injury, illness, or congenital condition that causes or is likely to cause a loss of or difference in physiological or psychological function.

Nonverbal Learning Disability: A neurological disorder that is characterized by below-average motor coordination, visual-spatial organization, and social skills against a background of relatively intact verbal abilities.

Qualified Individual with a Disability: At the postsecondary educational level, a qualified student with a disability is an individual who, with or without reasonable accommodation, meets the academic and technical standards for participation in the class, program or activity. The standards for a student with a disability are the same as those for all students entering a program or activity.

Reasonable v. Unreasonable Accommodations: Reasonable accommodations are modifications to academic requirements that are necessary to ensure that such requirements do not discriminate, or have the effect of discriminating, on the basis of disability against a qualified applicant or student with a disability. Accommodations are not considered reasonable if making the accommodation or allowing participation poses a direct threat to the health or safety of others, requires a substantial change in the essential element of the curriculum, and/or imposes an undue financial or administrative burden.

Temporary Impairment v. Disability: The ADA protections only extend to conditions whose duration is greater than six months. However, the OAS provides access for temporary conditions that include but are not limited to: broken hands, arms, legs, and concussions.

Universal Design for Learning (UDL): A set of principles for the design of class curricula that give all students equal opportunity to participate. UDL takes into account the potential broad ranges among students with respect to ability, disability, age, reading level, learning style, native language, race, ethnicity, and other characteristics.

Sources and Resources

- American Foundation for the Blind (AFB):
<http://www.afb.org>
- American Psychological Association (APA):_
<http://www.apa.org/pi/disability/dart/toolkit-three.aspx>
- Asperger Syndrome:
<http://www.autismspeaks.org/what-autism/asperger-syndrome>
- CDC First Aid for Seizures: http://www.cdc.gov/epilepsy/basics/first_aid.htm
- Center for Universal Design in Education: publications, videos, and web resources at_
<http://www.uw.edu/doi/CUDE>.
- CUNY Council on Student Disability Issues: “Reasonable Accommodations.”
- DO-IT Home (University of Washington):_
<http://www.washington.edu/doi/faculty>
- *Fast Facts for Faculty: Teaching Students with Medical/Mobility Disabilities* (Ohio State University Partnership Grant):_
https://ada.osu.edu/resources/fastfacts/Medical_Mobility_Impairments.htm
- LD online: <http://www.ldonline.org/index.php>
- Online resources for teaching the Blind:_
<http://www.uni.edu/walsh/blindresources.html>
- PEPNET: <http://www.pepnet.org>
- Teaching Online (University of Central Florida):_
<http://teach.ucf.edu/resources/creating-accessible-course-content/>
- U.S. Equal Employment Opportunity Commission (EEOC) *Enforcement Guidance on the Americans with Disabilities Act and Psychiatric Disabilities*:_
<http://www.eeoc.gov/policy/docs/psych.html>