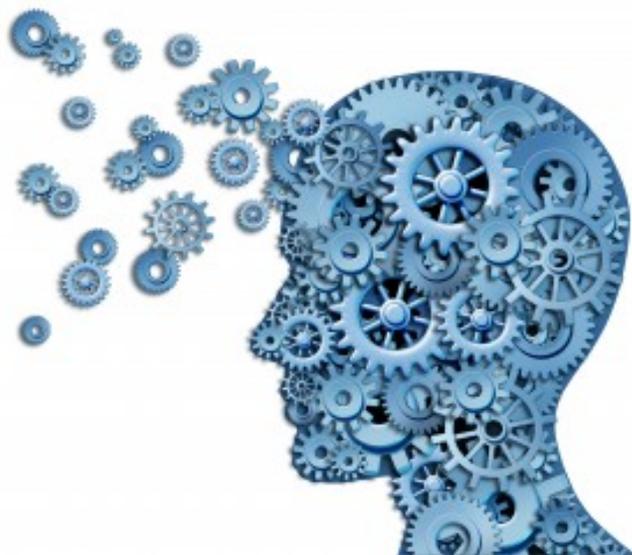


Working with Students with....

A Disability Guide for Faculty



Contents

Acquired Brain Injury.....	3
Attention Deficit/Hyperactivity.....	5
Autism Spectrum.....	7
Blind or Visually Impaired.....	10
Chronic Health Conditions.....	12
Chronic Health Conditions: Epilepsy.....	14
Deaf or Hearing Impaired.....	16
Learning Disabilities.....	18
Orthopedic Disabilities.....	24
Psychological Disabilities.....	25
Speech or Communication Disabilities.....	26
Substance Abuse Recovery.....	27
Universal Design for Learning.....	28
Sources.....	29

Please note: This is an interactive and continually developing guide. We welcome your suggestions for resources to include in the “**Learn More**” section of each disability, and we welcome your suggestions for additional disability information sheets to create.

Working with Students with *Acquired Brain Injury*

Definition

Acquired Brain Injury (ABI) is a medically verifiable impairment of brain functioning resulting in a loss or partial loss of one or more of the following: communication, motor, social, cognitive, sensory, and perceptual abilities. ABI can result from two types of trauma:

- 1) external events, such as closed head trauma or a penetration to the brain
- 2) internal events, such as strokes, tumors, ingestion of toxic substances, anoxia, or infections of the brain

Evaluation is ongoing since recovery from brain injury usually continues for many months, even years.

Characteristics

There is great variation in the possible effects of a brain injury, and most individuals will exhibit some but not all of them. Possible characteristics include:

Physical and sensory changes

- Chronic headaches, dizziness, light-headedness, nausea
- Sleep problems (e.g., insomnia, day/night confusion)
- Poor body temperature regulation
- Recurrent seizure activity
- Reduced speed of motor performance and precision of movement

Cognitive changes and academic problems

- Difficulty keeping up with discussions, instructional presentations, note taking
- Extreme sensitivity to distraction (e.g., unable to take a test in a room with other students)
- Difficulty making transitions (e.g., home to school, class to class, switching from fractions to decimal problems)
- Difficulty organizing work and environment (e.g., difficulty keeping track of books, assignments, materials)

- Problems in planning, organizing, and pacing tasks and activities
- Tendency to perseverate; inflexible thinking
- Difficulty with expressive oral or written language and reading comprehension

Social, emotional, and behavioral problems

- Chronic agitation, irritability, restlessness, or anxiety
- Impaired ability to self-manage; lowered impulse control; poor anger control
- Inability to take cues from the environment (may lead to socially inappropriate behavior)

Considerations

Students with ABI may benefit from teaching strategies and accommodations used for students with learning disabilities and for students with chronic health conditions. Students with ABI may also benefit from frequent contact with their advisors and close assistance in planning, setting goals, and evaluating progress toward graduation.

Learn More

If you would like to learn more about this disability, college students with disabilities have recommended these resources:

Working with Students with *Attention Deficit, Hyperactivity, and Impulsivity*

Definition

Attention Deficit, Hyperactivity & Impulsivity is a neurological condition that affects both learning and behavior. Also known as Attention Deficit/Hyperactivity Disorder (AD/HD), it is the result of a chronic disturbance in the areas of the brain that regulate attention, impulse control, and the executive functions which control planning, organization, memory, motor activity, and social interaction. Hyperactivity may or may not be present. The diagnosis of AD/HD is always a medical one, and the diagnostic procedure must rule out causation from other disabilities.

Characteristics

Primary characteristics include attention deficits (distractibility, inconsistency in focus), impulsivity, and/or over-activity. Secondary characteristics are also common: low frustration tolerance, sleep problems, disorganization in time and place, and poor self-esteem.

AD/HD manifests in a number of ways in academic environments. Students may have difficulty:

- With math problems requiring changes in action, operation, or order
- Organizing written work and essay questions
- With reading comprehension
- Elaborating on their ideas when speaking or writing
- Learning foreign languages
- Being prepared for class, getting to class on time, and keeping appointments

However, students often also show exceptional problem-solving skills in that they have:

- The ability to “hyper-focus” for intense periods of time
- The ability to tolerate chaos and to rapidly rearrange ideas and environments
- Excellent skills for developing multiple approaches to tasks

Considerations

Using a multimodal lecture style and class activities engages all students and helps them better understand course content. Academic adjustments are based on individual needs. Adjustments may include:

Lecture Classes

- Gaining access to another student's notes to verify the accuracy and completeness of their own notes
- Sitting close to the speaker
- Using a laptop for note taking
- Using a voice recorder to later listen and review notes

Written Papers

- Setting up regular meetings with the professor to clarify assignments and evaluate rough drafts
- Working with a tutor when organizing and editing papers

Examinations

- Testing in a distraction-reduced environment
- Extended test time
- Clarifying or rephrasing exam questions to the professor as a comprehension check before answering

Learn More

If you would like to learn more about this disability, college students with disabilities have recommended these resources:

- <http://www.chadd.org/understanding-adhd/about-adhd/the-science-of-adhd.aspx> (good basic explanation on what it is)
- <https://bbrfoundation.org/frequently-asked-questions-about-attention-deficit-hyperactivity-disorder-adhd> (another good basic website)
- <https://childmind.org/article/the-facts-on-adhd-medications/> (okay; it talks about the medication of ADHD)
- <https://www.cdc.gov/ncbddd/adhd/research.htm9> (more in depth about the medication)
- <https://add.org/college-accommodations/> (college students with ADHD)

Working with Students with *Autism Spectrum*

Definition

Autism Spectrum is a developmental disability significantly affecting verbal and nonverbal communication and social interaction.

Characteristics

Individuals with AS can exhibit a variety of characteristics, and the disorder can range from mild to severe. Possible characteristics include:

- Marked deficiencies in social skills, have difficulties with transitions or changes, and prefer sameness
- Obsessive routines and may be preoccupied with a particular subject of interest
- A great deal of difficulty reading nonverbal cues (body language), and very often the student with AS has difficulty determining proper body space.
- Often overly sensitive to sounds, tastes, smells, and sights, the person with AS may prefer soft clothing or certain foods, or may be bothered by sounds or lights few others hear or see.

It is important to remember that the person with AS perceives the world very differently. Therefore, many behaviors that seem odd or unusual are due to those neurological differences and not the result of intentional rudeness or bad behavior, and most certainly not the result of "improper parenting."

Some individuals with AS have an average to superior IQ and some may exhibit exceptional skill or talent in a specific area. However,

- Because of their high degree of functionality and their naiveté, those with AS are often viewed as eccentric or odd and can easily become victims of teasing and bullying.
- While language development seems, on the surface, normal, individuals with AS often have deficits in pragmatics and prosody.
- Vocabularies may be extraordinarily rich in some students. However, persons with AS can be extremely literal and have difficulty using language in a social context.

Many people AS are fully engaged with college or university education and subsequently offer much to society. Unfortunately, many experience difficulties accessing higher education for a mixture of reasons. Many students become isolated or lonely and find that their social difficulties increase without necessary support. Students also often struggle because the academic approach demanded by colleges/universities is not differentiated to their learning style. Students with AS can thrive in environments where professors use teaching strategies that are effective for all students and whose professors openly communicate with and are responsive to the student on an individual level.

Considerations

Little research has been done into the needs and problems of college students with AS, and because AS is a wide category, individuals may have very different needs. Some needs and possible accommodations include:

- Extreme difficulty dealing with roommates in shared accommodation and need for quiet and solitude in order to be able to work
 - Sensitive selection of roommate is important
- Difficulty with proximity to others
 - There may be a need for an aisle seat in exams or for taking exams in a separate room
- Accommodations similar to those of students with dyslexia and other learning disabilities
 - There may be a need for extra time in exams
- Problems with interacting with others in seminars and discussion groups
 - Professors may talk with the student with AS privately about the student's comfort level, the option to pass on responding, and the professor's expectations for appropriate interactions
- Great difficulty speaking in public, especially without notes
 - A possible accommodation includes allowing notes
- Difficulty understanding instructions and requirements
 - A possible accommodation is that the student will check in with the professor each day after class to clarify assignments
- High levels of anxiety and vulnerability to stress
 - Students may benefit from counseling services

- Difficulty coping with the social environment of the college and dealing with other students
 - Residence life staff should connect with students with AS and support their involvement with others

Able autistic individuals can rise to eminent positions and perform with such outstanding success that one may even conclude that only such people are capable of certain achievements ... Their unswerving determination and penetrating intellectual powers, part of their spontaneous and original mental activity, their narrowness and single-mindedness, as manifested in their special interests, can be immensely valuable and can lead to outstanding achievements in their chosen areas. Hans Asperger (1944)

If I could snap my fingers and be non-autistic, I would not – because then I wouldn't be me. Autism is part of who I am.

Temple Grandin, Cattle Expert

Learn More

If you would like to learn more about this disability, college students with disabilities have recommended these resources:

- www.autism-society.org
- www.udel.edu/bkirby/asperger/
- <http://leader.pubs.asha.org/article.aspx?articleid=2578640> (hearing impairment & autism)
- Anything by Temple Grandin
- Autism Society Facebook page

Working with Students who are *Blind or Visually Impaired*

Definition

Visual impairments include disorders in the sense of vision that affect the central vision acuity, the field of vision, color perception, or binocular visual function. The American Medical Association defines legal blindness as visual acuity not exceeding 20/200 in the better eye with correction, or a limit in the field of vision that is less than a 20 degree angle (tunnel vision).

Characteristics

Persons who are blind experience a complete lack of vision, though they may have some perception of light and colors. They often depend on other senses, such as hearing and touch, to gather information. They may use canes and/or guide dogs in order to navigate their environment.

Individuals who are blind do not always have the experience of sight from their past to assist in the recollection of data, so it is not appropriate to assume that someone who is blind is familiar with objects in the classroom or a new environment.

Individuals who are visually impaired are able to use sight to learn to some degree. *Private conversations* with students will allow them to tell you what they need in order to allow them to use the sight they have most effectively.

Considerations

Since much of the information distributed in a classroom is visual:

- Assist students in obtaining information in alternative formats, such as written information printed in enlarged fonts for students with visual impairments, or electronically for students who are blind.
- Material presented on overheads may need to be read aloud.
- If movies and other visual aids are used, a summary should be provided.
- Provide materials to the Student Resource Center in advance of need so that they may be modified and made available to students.

Visual impairments present mobility difficulties with which students may need assistance:

- Keep passages through doors and aisles clear.
- When furniture is moved, advise students of the new arrangement.
- Any changes in class location should be given to the student in advance or a student with sight should be assigned to wait at the door and guide the visually-impaired or blind student to the new location. Maintain confidentiality while making arrangements.
- When a sighted guide is needed, let the student take the guide's arm just above the elbow.
- Students may use a white cane or service dog for mobility purposes. Service dogs should not be petted when working.

In addition:

- A lower noise level in the classroom will be important for hearing.
- Students may require a note-taker during class.
- Testing adjustments may include having a reader and a scribe, extended time, and an environment with minimal distractions.
- It is helpful to identify yourself first when speaking with a blind student.
- Meet with the student early in the semester to determine necessary academic adjustments to ensure that the student's needs are met.

Learn More

If you would like to learn more about this disability, college students with disabilities have recommended these resources:

Working with Students with *Chronic Health Conditions*

Definition

A chronic health condition is covered under the *Americans with Disabilities Act Amendments Act of 2008* when it substantially impairs one or more of the major life activities, including walking, seeing, hearing, speaking, working, or learning. Chronic health conditions include multiple sclerosis, muscular dystrophy, AIDS, cancer, diabetes, cardiac diseases, neuromuscular diseases, arthritis, migraines, and Crohn's disease, to name a few.

Student Characteristics

Some students who are attending Wilmington College have chronic illnesses that are disabling conditions. The degree to which these illnesses affect the student in the academic setting varies greatly. Some conditions may be stable, others may be progressive. Chronic pain may result in limitations to strength, standing, walking, climbing, sitting, kneeling, stooping, and carrying. Cold or sudden changes in temperature may increase the onset of pain. Students with chronic pain may need to stand or change positions intermittently during class. Students may have periods of intense illness, as well as periods of remission.

Some common characteristics include fluctuations in academic performance, variable emotional states, inconsistent energy levels, physical limitations, and the need for limited, additional absences.

For some students, the effect of medication that is required to control symptoms may impact academic performance. Common side effects of medication include fatigue, memory loss, shortened attention span, loss of concentration, and drowsiness. Severe pain may increase the number of absences.

Considerations

Extensions on assignments and additional absences may need to be negotiated in cases of health-related absences, but the student would still be required to complete the course assignments.

Learn More

If you would like to learn more about this disability, college students with disabilities have recommended these resources:

Working with Students with *Chronic Health Conditions: Epilepsy*

Definition

Epilepsy is a neurological disorder which may result in brief periods of altered consciousness, movements, or actions. Students may have few problems in the classroom and, in most cases, will have learned to manage seizure activity with medication, adequate rest, and proper diet. However, a student may be more likely to experience some of the following characteristics during exam periods when there is increased likelihood of stress and a lack of sleep.

Characteristics

General characteristics that the student may exhibit include fluctuations in behavior and performance, difficulty with concentration, and possible memory inconsistency, especially for names and places.

More intense characteristics include:

Generalized Onset Seizures:

- **Motor symptoms** may include sustained rhythmical jerking movements (clonic), muscles becoming weak or limp (atonic), muscles becoming tense or rigid (tonic), brief muscle twitching (myoclonus), epileptic spasms (body flexes and extends repeatedly), or automatisms (repeated or automatic movements).
- **Non-motor symptoms** are usually called absence seizures (staring spells) and can include changes in heart rate, breathing, or color (autonomic); blank stare, stop talking or stop moving (behavioral arrest); confusion, slowed thinking, and/or problems talking and understanding (cognitive changes); sudden fear, dread, anxiety or even pleasure (emotional); changes in hearing, vision, taste, or feelings of numbness, tingling, or pain (sensory).

Focal Onset Seizures:

- **Focal Onset Aware Seizures:** When a person is awake and aware during a seizure, it's called a focal aware seizure. This used to be called a simple partial seizure.

- **Focal Onset Impaired Awareness:** When a person is confused or their awareness is affected in some way during a focal seizure, it's called a focal impaired awareness seizure. This used to be called a complex partial seizure.

Considerations

- During times of stress the student will benefit from increased quiet time and rest.
- Discuss who to contact and what emergency steps to take in the event of a seizure.
- If a seizure occurs, clear surrounding area to prevent injury, loosen any clothing around the neck, and turn student gently on side. Do not attempt to hold the person down or put anything in the mouth. Call for emergency assistance.

Learn More

If you would like to learn more about this disability, college students with disabilities have recommended these resources:

- <http://www.epilepsy.com/>

Working with Students who are *Deaf or Hearing Impaired*

Definition

Hearing impairments are the most common type of physical disability. Hearing loss may be sensorineural, involving an impairment of the auditory nerve; conductive, a defect in the auditory system which interferes with sound reaching the cochlea; or a mixed impairment, both sensorineural and conductive. A person with a hearing impairment may have language deficiencies and exhibit poor vocabulary and syntax (grammar).

Characteristics/Responses

Many students with hearing loss use hearing aids and rely on lip reading. Only about 30 percent of spoken words in English can be lip read. As an instructor, you should be aware that the student will need to see your lips to know what you are saying:

- Remember to face the class when speaking; your facial expressions also give clues as to the meaning of your words.
- Speaking slowly, using shorter sentences and gestures help facilitate understanding.
- Standing in front of a window or source of glare may limit visibility for the student. It is not helpful to shout or exaggerate lip movements.
- Keep in mind the multiple ways information is flowing in the class that the student with a hearing impairment may be missing. Repeat the questions and comments of other students and class visitors and spend time providing the student with any additional information she/he missed.

Considerations

- Offer the student preferential seating. Ask the student where she/he feels most comfortable sitting and allow the student to sit there. Reduce background noise as much as possible, and offer another seat for the student to move to if background noise cannot be stopped.
- Use visual aids to the extent possible during lectures. For example, list key words and topics on the board and define them before or during the lecture, and use visual media when possible to augment oral information. When using videos as part of a class presentation, choosing a closed-caption version will allow the hearing-impaired student to participate fully. If the video is not closed-caption, a summary should be provided for the student.

- Students with hearing and communication disorders may speak slowly and need more time to communicate. It is important to let the student finish the complete thought. It is helpful to summarize the message to check for accuracy of understanding. If an oral presentation is required, the instructor should discuss the student's comfort level and possible alternatives (if needed) with the student.
- Students using interpreters should discuss with the instructor the best place for the interpreter to be seated to see both the instructor and the student. Be sure that you always speak with the student directly (face the student and make eye contact), not the interpreter. A note taker or copies of the lecture notes may be needed because the student will not be able to see the interpreter and take notes at the same time.
- Be sure to check in with the student to find out whether your efforts to enable the student to access course content have been effective. Feel comfortable and relaxed when talking to the student about her/his disability.

Learn More

If you would like to learn more about this disability, college students with disabilities have recommended these resources:

- American Speech–Language–Hearing Association
<http://www.asha.org/public/hearing/FM-Systems/>
- City College Disability Support Programs and Services
<https://www.sdcity.edu/Portals/0/CollegeServices/StudentServices/DSPS/QT1-DHI.pdf>
- Ferris State University Disability Services for Hearing Impairments
<http://www.ferris.edu/htmls/colleges/university/disability/faculty-staff/classroom-issues/hearing/hearing-strategy.htm>

Working with Students with *Learning Disabilities*

Definition

“Learning disabilities” is a term that describes a heterogeneous group of disorders that impact one or more: reading, writing, math listening, speaking, and reasoning. These disorders are intrinsic to the individual, presumed to be due to central nervous system dysfunction, and occur across the lifespan. A learning disability is not something that can be outgrown or that is “cured” by medication, therapy, or expert tutoring.

Problems with organizational and management skills, social perceptions, and interpersonal interactions may exist with learning disabilities but do not by themselves constitute a learning disability.

Terms commonly used to describe learning disabilities include dyslexia (disability in reading fluency and/or comprehension), dyscalculia (math), dysgraphia (spelling and/or writing), dysnomia (remembering names or vocabulary), auditory processing disorder (comprehending what one hears), and visual processing disorder (comprehending what one sees).

Characteristics

Individuals with learning disabilities have intelligence ranging from average to superior. Learning disabilities are exhibited in varying degrees of severity across one or more academic areas. They are mainly observed as processing disorders, which means there is a difficulty in receiving or expressing language orally, in written form, or through body language. College students with learning disabilities may find any of the following difficult. However, individual students will have strengths in one or more areas as well.

Reading

- Frequently loses place when reading
- Confuses similar-looking words (e.g., beard/bread)
- Demonstrates poor memory for printed words
- Has weak comprehension of ideas/themes
- Has significant trouble learning to read
- Guesses at unfamiliar words rather than using word analysis skills

- Reads slowly
- Substitutes or leaves out words while reading
- Dislikes and avoids reading or reads reluctantly

Written Language

- Dislikes and avoids writing and copying
- Has messy and incomplete writing, with many “cross outs” and erasures
- Uses uneven spacing between letters and words, and has trouble staying “on the line”
- Copies inaccurately (e.g., confuses similar-looking letters and numbers)
- Spells poorly and inconsistently (e.g., the same word appears differently other places in the document)
- Has difficulty proofreading and self-correcting work
- Has difficulty preparing outlines and organizing written assignments
- Fails to develop ideas in writing so written work is incomplete and too brief
- Expresses written ideas in a disorganized way

Math

- Has difficulty mastering number knowledge (e.g., recognition of quantities without counting)
- Has difficulty with learning and memorizing basic addition and subtraction facts
- Has difficulty learning strategic counting principles (e.g., by 2, 5, 10, 100)
- Poorly aligns numbers resulting in computation errors
- Has difficulty estimating (e.g., quantity, value)
- Has difficulty with comparisons (e.g., less than, greater than)
- Has trouble telling time
- Has trouble conceptualizing passage of time
- Has difficulty counting rapidly or making calculations
- Has trouble learning multiplication tables, formulas, and rules
- Has trouble interpreting graphs and charts

Language

- Has difficulty modulating voice (e.g., too soft, too loud)
- Uses vague, imprecise language and has limited vocabulary
- Demonstrates slow and halting speech, using lots of fillers (e.g., uh, um, and, you know, so)
- Uses poor grammar or misuses words in conversation
- Confuses words with others that sound similar
- Inserts malapropisms (“slips of the tongue”) into conversation (e.g., a rolling stone gathers no moths; he was a man of great statue)
- Has difficulty understanding instructions or directions
- Has trouble understanding idioms, proverbs, colloquialisms, humor, and/or puns (note: take into account regional and cultural factors)
- Has difficulty with pragmatic skills (e.g., understanding the relationship between speaker and listener, staying on topic, gauging the listener’s degree of knowledge, making inferences based on a speaker’s verbal and non-verbal cues)

Concomitant Skills may be (but are not always) present with learning disabilities, but do not by themselves constitute a learning disability. These include:

Gross and Fine Motor Skills

- Has limited success with games and activities that demand eye-hand coordination (e.g., piano lessons, basketball, baseball)
- Grasps pencil awkwardly, resulting in poor handwriting

Attention

- Fails to pay close attention to details or makes careless mistakes in schoolwork, work, or other activities
- Has difficulty sustaining attention in work tasks or play activities
- Does not follow through on instructions and fails to finish schoolwork, chores, or duties in the workplace
- Has difficulty organizing tasks and activities
- Avoids, dislikes, or is reluctant to engage in tasks that require sustained mental effort such as homework and organizing work tasks
- Loses things consistently that are necessary for tasks/activities (e.g., school assignments, pencils, books, tools)

- Is easily distracted by outside influences
- Is forgetful in daily/routine activities

Social/Emotional

- Does not pick up on other people's moods/feelings (e.g., may say the wrong thing at the wrong time)
- May not detect or respond appropriately to teasing
- Has difficulty "joining in" and maintaining positive social status in a peer group
- Has trouble "getting the point" (e.g., gets bogged down in details in a conversation)
- Has difficulty with self-control when frustrated
- Has difficulty dealing with group pressure, embarrassment, and unexpected challenges
- Has trouble setting realistic social goals
- Has trouble evaluating personal social strengths and challenges
- Doubts own abilities and prone to attribute successes to luck or outside influences rather than hard work

Other

- Confuses left and right
- Has a poor sense of direction; is slow to learn the way around a new place; is easily lost or confused in unfamiliar surroundings
- Finds it hard to judge speed and distance (e.g., hard to play certain games, drive a car)
- Has trouble reading charts and maps
- Is disorganized and poor at planning
- Often loses things
- Is slow to learn new games and master puzzles
- Has difficulty listening and taking notes at the same time
- Performs inconsistently on tasks from one day to the next
- Has difficulty generalizing (applying) skills from one situation to another

Considerations

Best learning conditions are individual to each student. They may include, but are not limited to, the following:

Lectures and Discussions

- Assist the student in finding a classmate who is a thorough note taker to obtain copies of notes.
- Understand that a student may need to record lectures/discussions.
- Include time for questions, discussions, and requests for further examples before and after class.
- Highlight major concepts and terminology, both orally and visually, remembering to read aloud material on the board or on slides.
- Verbally describe diagrams, charts, and graphs.
- Use color to follow transformations and highlight relationships in complex sequences such as in math or science
- Explain procedures slowly and in step-by-step fashion.
- Remind students often of your availability during office hours for individual clarification of lectures, readings, and assignments.

Written Assignments

- Provide explicit feedback, both oral and written, about strengths and weaknesses of a student's work so that follow up efforts can be effectively focused.

Examinations

- Encourage formation of study groups and/or individual tutoring.
- Provide additional time to complete examinations.
- Test in an environment with minimal distractions.
- Support the student's use of a test reader.
- Support the student's use of a test scribe.
- Provide clarification of test questions.
- Change the test format to meet the student's needs.
- Provide oral examination for some or all parts of the exam.
- Space math problems on a test to reduce extraneous stimuli.

Learn More

If you would like to learn more about this disability, college students with disabilities have recommended these resources:

- <http://www.human.cornell.edu/hd/outreach-extension/upload/temple.pdf>
- <http://www.readingrockets.org/article/dyslexia-and-brain-what-does-current-research-tell-us> (I liked this one a lot)
- <https://www.nclld.org/wp-content/uploads/2014/11/2014-State-of-LD.pdf> (This does the best explaining what LD is, but it is very long and I only read 15 pages of it.)
- *Basic Facts about Dyslexia & Other Reading Problems* (2008) by Louisa Cook Moats and Karen E. Dakin (This is a book and is great to read.)

Working with Students with *Orthopedic Disabilities*

Definition

A person with an orthopedic disability has a physical condition which limits the individual's ability to navigate their environment.

Characteristics

The student may use a scooter, wheelchair, assistive walking device, or other prosthesis in order to navigate and manage the environment. The student may have limited fine motor skills.

Considerations

Academic adjustments are based on individual need. They may include, but are not limited to:

- Make sure the building, classroom, and/or lab are physically accessible with access to elevators and restrooms.
- Arrange the classroom differently, if necessary, to accommodate the student's wheelchair or other mobility needs.
- Consider emergency evacuation from the classroom and what alternatives would be necessary for the student; acquaint the student with the procedure she/he should follow.
- Do not isolate the student in classroom seating because of mobility needs.
- Be considerate of the time it takes for the student to navigate her/his schedule; be understanding if the student is a few minutes late.
- Arrange for an assistant lab partner for the student if necessary.
- Provide extended time to complete examinations.

Learn More

If you would like to learn more about this disability, college students with disabilities have recommended these resources:

Working with Students with *Psychological Disabilities*

Definition

Psychological disabilities include, but are not limited to, anxiety, depression, obsessive/compulsive disorder, panic disorder, phobias, and post-traumatic stress disorder. These disabilities are cyclical in nature and symptoms often become more apparent in times of stress.

Student Characteristics

Students with psychological disabilities are often productive and successful students in the academic environment. Some students use medication to control symptoms which may interfere with the learning process. Medications or changes in medication may cause sleep disturbances, interfere with concentration, or diminish ability to attend to lectures or successfully complete assignments. Some students may exhibit some negative behavior, such as indifference or disruption. In the event of disruptive behavior, the student should be informed about the specific limits of acceptable behavior in the classroom and on campus. The Student Code of Conduct must be followed.

Considerations

Accommodations may need to be made for students with psychological disabilities. Flexibility with attendance and assignments may need to be negotiated in cases of health-related absences. Students should present documentation of such a need to Disability Services, not to the professor. Students are required to meet the academic standards of the class. All information that the student discloses to the instructor is confidential. While it may be discussed with Disability Services and college administration when there is a concern, the student should not be identified and discussed with other faculty or staff.

Learn More

If you would like to learn more about this disability, college students with disabilities have recommended these resources:

- *Just like Someone with Mental Illness Only More So* by Mark Vonnegut
- *I hate You Don't Leave Me* by Jerold J Kreisman (borderline personality disorder)
- www.TheMighty.com
- Facebook Page: Personality Disorders Awareness Network (PDAN)

Working with Students with *Speech Disabilities*

Definition

The category of impaired speech covers several different possibilities, such as stuttering, impaired articulation, or voice impairments.

Characteristics

The student's speech patterns are different from "normally" accepted speech patterns. Speech impairments are very common among people who are hearing impaired, have cerebral palsy, have sustained severe head injuries, or who have a cleft palate; however, many individuals have a speech impairment but do not have other disabilities.

Considerations

- Maintain good eye contact and be patient when the student is trying to communicate. It is not appropriate to fill in a sentence or finish a thought for a student. A speech impairment does not mean the student is not intelligent or cannot hear, so do not exaggerate communications.
- Ask the student if she/he would like you to develop lists of technical terms so the student can practice saying and hearing them. Give the student a chance to speak in class, but don't force it. Encourage working with other students as partners or in small groups. If a stated learning goal for the course is oral communication, work with the student and the Academic Services Director to determine the best way for the student to participate.

Learn More

If you would like to learn more about this disability, college students with disabilities have recommended these resources:

Working with Students in *Substance Abuse Recovery*

Definition

Persons who abuse substances are protected under the *Americans with Disabilities Act Amendments Act of 2008* only if

- 1) They are currently in recovery, and
- 2) They are not harmful or disruptive to others

Characteristics

Substance abusers who have been in recovery for some time may not demonstrate any observable characteristics of the disability. Characteristics of abusers just beginning recovery may include:

- Fidgety behavior and/or shakiness
- Inconsistent behavior
- Irritability
- Argumentativeness
- Inattentiveness
- Withdrawal
- Sporadic class attendance

Considerations

- Common accommodations include recording class lectures/discussions, use of a note taker, and extended time to complete examinations.
- Some flexibility with assignments and attendance may need to be negotiated in cases of rehabilitation-related absences, but the student would still be required to complete the course assignments
- Students should also be referred to other college services, such as tutoring or counseling.

Learn More

If you would like to learn more about this disability, college students with disabilities have recommended these resources:

Designing Instruction around the Principles of *Universal Design*

What is Universal Design?

Universal Design is the design of products, environments, and experiences (including instruction) that are accessible and useable by *everyone*, to the greatest extent possible, without the need for adaptation.

Learn More

To increase the academic achievement of all students, faculty design materials and class interactions to be both *accessible* and *inclusive*. Many resources are available to help college faculty design teaching and learning experiences based on the principles of Universal Design. If you would like to learn more, college faculty have recommended these:

- <http://www.udlcenter.org/implementation/postsecondary>
- http://udloncampus.cast.org/page/udl_institutions#.WNGGpP6gsRw
- <http://tep.uoregon.edu/resources/universaldesign/intro.html>
- [http://www.washington.edu/doit/sites/default/files/atoms/files/Universal%20Design %20in%20Higher%20Education_Promising%20Practices_0.pdf](http://www.washington.edu/doit/sites/default/files/atoms/files/Universal%20Design%20in%20Higher%20Education_Promising%20Practices_0.pdf)

Sources:

Much of the information contained in this packet has been adapted from:

Disability Services Committee of the GCCCU, 1996

Office for Institutional Equity, Ohio University, 2008