

Los Angeles Valley College

ACCOMMODATING STUDENTS WITH DISABILITIES: A FACULTY RESOURCE HANDBOOK



SERVICES FOR STUDENTS WITH DISABILITIES

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TO LAVC FACULTY:

This handbook is offered to you along with much respect and many thanks for your continuing efforts to provide equal opportunities to all LAVC students to successfully complete their educational goals. Approximately one out of ten students enrolled at Los Angeles Valley College has a disability. It is likely that you will have at least one student with a disability in each class. It is also likely that there will be at least one student in each class who is eligible for SSD services but does not know that services are available. Other students may not know that they have disabilities and may benefit from referrals to SSD. Also enrolled will be students who have disabilities but who choose not to disclose that information to anyone at the college.

Since the 2001 edition of the "LAVC SSD Faculty Handbook" was printed, the State Chancellor's Office has sent directives that functionally increase the responsibilities of the college, faculty, and SSD to ensure compliance with accessibility requirements. For example, implementation of Section 508 of the Rehabilitation Act (as revised in 1998) and California AB 422 are required¹ Section 508 requires that college instructional materials, both printed and electronic, such as textbooks, syllabi, videos, websites, web pages, and distance education offerings be accessible. California AB 422 requires publishers of instructional materials to provide the right to the state to transcribe, reproduce, and distribute the material in Braille, large print, E-text, recordings, or other accessible media for use by students with print-related disabilities. This handbook describes the role and responsibilities of the instructor in the production of accessible instructional materials and the provision of other SSD-approved accommodations.

Included in the handbook appendices are "Guidelines for the Evacuation of Persons with Disabilities," examples of SSD forms such as the SSD Classroom & Testing Accommodations letter to instructor, "Note-taking Assistance," "Request for SSD Testing Accommodations," and "Instructor Requests for Closed-Captioning of Videos." In the last section of the handbook appendices, "Resources," links to detailed information on how to make sure your website and distance education pages comply with 508 law/guidelines are provided.

The Los Angeles Valley College Faculty has a reputation in the local community and the LACCD for providing high quality accommodations to students with disabilities through effective and collegial collaboration with SSD. Suggestions for effectively communicating with students with disabilities, as well as recommended strategies for enhancing instruction through the use of "Universal Instructional Design" for all students in your class, are included. (For information on "Universal Instructional Design" strategies please refer to "Resources.") Whether you are a seasoned instructor or this is your first semester teaching, the information in the handbook will, most likely, increase your confidence in working with students with disabilities.

This handbook contains a lot of information! if you can't read it all now, please browse the "Table of Contents" for issues of interest to you. Hopefully, you can find the time to familiarize yourself with all the information in the handbook at a later date. The "SSD Faculty Handbook" will be located under "Faculty Resources" online at the LAVC Website.

A lot of information incorporated (cut/pasted/rephrased, or not) into this updated LAVC SSD Faculty Handbook was borrowed from the CCC website² "best practices" SSD handbooks. Thanks to SSD at Butte Glen, Santa Barbara, and San Bernardino CCs, Peralta College District, and especially to Helene Maxwell, College of Alameda, for the information. Emergency evacuation information located in appendices is from SBCC-SSD.

The SSD staff looks forward to working with you to provide quality accommodations to our students. For further information please call SSD at (818) 947-2681 or drop by the office in the Student Services Annex, Room 175.

Sincerely,

SSD

¹ New Requirements Regarding implementation of section 508: Rehabilitation Act of 1973; Legal Opinion M 03-09, Ralph Black, Mar. 03.

² www.cccco.edu/divisions/ss/ss

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SSD MISSION

Services for Students with Disabilities (SSD) supports the participation of students with disabilities in educational activities consistent with the mission of the California Community Colleges, federal and state law, and LACCD policies. SSD instruction, services, and accommodations function to provide students with disabilities equal opportunities for successful completion of their educational goals. SSD promotes the maximum independence and integration of students.

ACCESSIBILITY: LEGAL FOUNDATIONS AND REQUIREMENTS

The Americans with Disabilities Act of 1990 (ADA) extended universal civil rights protections to individuals with disabilities for the first time. It instituted a wide range of anti-discrimination protections in both the public and private sectors for individuals with disabilities. Title 5 (Sections 56000-56076) mandates the establishment and funding of SSD in each of the California Community Colleges and provides guidelines for providing instruction, services, and accommodations to students with disabilities. SSD services and accommodations are required by Title 5 in order to provide students with disabilities equal opportunities for successful completion of their educational goals.

Section 504 of the Rehabilitation Act of 1973 was an early effort by the United States government to provide protections against discrimination for individuals with disabilities. It prohibits discrimination "solely by reason of handicap" against any "otherwise qualified handicapped individual" in any educational program or activity receiving federal financial assistance. Section 508 of the act (1998 revision) requires that all instructional materials, including electronic information, be made accessible to individuals with disabilities.

LACCD Administrative Regulation E-100 requires compliance with federal and state accessibility laws and provides standardized district procedures for determining student eligibility, for responding to student requests for disability-related accommodations, for providing academic accommodations, and for resolving disputes and/or complaints regarding accommodations. Additionally, Administrative Regulation B-33 requires compliance with Section 508, specifically the sections covering website accessibility.

WHAT IS REQUIRED AND WHAT IS NOT REQUIRED?

Required

- The law does require the provision of equal access to instructional programs, activities, and college facilities.
- The law does require that the student be evaluated on ability, not on disability.
- The law does require accommodations for students with disability-based, educational limitations.
- The ability to acquire information or to demonstrate knowledge of course material in a standard way.
- The law does require equal access to instructional materials, including printed and electronic information.
- The law does require that classroom videos/DVDs contain CLOSED-CAPTIONING.

Not Required

- The law does not require the instructor to change standards or grading policies because of student disability.
- The law does not require allowing a student to cheat.
- The law does not require the provision of accommodations to a student who has not provided documentation of eligibility to the college, either through SSD or through the Student Services VP.
- The law does not require provision of personal devices such as wheelchairs, hearing aids or glasses.
- The law does not require provision of personal services such as assistance with eating, dressing, or mobility.
- The law does not require the provision of accommodations that would fundamentally alter the nature of a course or program.
- The law does not require the provision of accommodations that would lower or substantially modify academic or program standards.

EQUAL ACCESS TO INSTRUCTIONAL MATERIALS IS REQUIRED

Printed information must be made accessible to individuals with disabilities. Therefore, alternate media formats such as large print, Braille, Books on Tape and electronic text are provided by SSD to eligible students upon request.

California Assembly Bill 422 made publishers responsible for providing electronic-text (E-text) versions of textbooks. Partially sighted individuals can use E-text by taking advantage of the built-in options within many standard software applications or through the use of specialized screen magnification software. E-text can also be used with screen reading software to output the text to a speech synthesizer or refreshable Braille display. The main advantage of E-text is that it can be easily stored, can be searched and indexed, and can be converted to large print or hardcopy Braille through use of a translation program.

Electronic information must be made accessible to individuals with disabilities. The State Chancellor's Office requires that existing electronic instructional materials and software be reviewed for accessibility and, where necessary, replaced or modified regularly during each accreditation review process, if not sooner. Currently, LAVC Administrative Services and IT review all new instructional media, software, or equipment purchase requests to ensure accessibility standards are met prior to purchase. The LAVC Website has been evaluated for 508 standards compliance. A plan is underway, included in the College Technology Master Plan, for modifications to pictures, menu bars, hyperlinks, icons, and other graphic symbols, and navigational elements to meet accessibility standards. The Curriculum Committee reviews new and revised courses with electronic information components (such as website, and/or distance education delivery modalities) for compliance.

INSTRUCTIONAL MATERIALS & ACCESSIBILITY

Because alternate media formats such as E-text, Books-on-Tape, and Braille textbooks take as much as six weeks or more to obtain or produce it is important that:

- Instructors make textbook selections as far in advance of the semester as possible and avoid changing selections. In order to provide adequate time for alternate media production for students with disabilities, instructors are asked to make book selections by the middle of the semester, at the very latest, if not sooner, for the next semester's courses.
- Instructors provide syllabi, handouts and other materials to SSD and/or students as far in advance as possible and utilize E-text when available. To allow adequate time for alternate media information production, instructors are encouraged to make available course syllabi, handouts and other course materials by the middle of the semester, at the latest, for the next semester's courses. Course materials received after that time are produced in alternate media as quickly as possible, but may not be available for the beginning of the semester, thus putting the student with a disability at a disadvantage.
- Instructors evaluate electronic instructional materials and websites to determine if 508 accessibility standards are met. (Refer to appendices for 508 compliance information and resources. Consult LAVC Distance Education Coordinator or SSD Instructional Assistant to obtain license for free evaluation and fixing software, AccVerify). .

It is the instructors' responsibility to be sure all instructional materials are accessible as needed. Consult SSD Instructional Assistant, Assistive Technology (x2692), for information and assistance, if needed

CLOSED-CAPTIONING OF VIDEOS/DVDS IS REQUIRED

Access to classroom videos/DVDs, distance education and/or website instructional materials utilizing sound modalities are required by Federal and State Laws in the form of closed-captioning. Videos and television broadcasts may be "closed captioned" for deaf and hard of hearing viewers so they can understand what is being said on the screen. Closed-captions are similar to subtitles in foreign language films; captions appear at the bottom of the screen so the viewer may follow narration and dialogue. Closed-captioning is text provided at the lower perimeter of the screen on videotapes and DVD's.

MEDIA SERVICES has television monitors (manufactured after July 1993) with built-in decoders that can be activated through the remote control. A closed-captioning decoder, available from MEDIA SERVICES or SSD, is needed for use with older televisions. The decoder will not provide closed-captioning if the video does not already contain it.

Sign language interpreters will not interpret videos. Some instructors in the past have insisted on using sign language interpreters to translate videos in the classroom. This is a substandard accommodation because the student has to look away from the screen to see the hands of the interpreter to understand what is being said, and thus, is not watching the video. Interpreters have been instructed not to interpret videos.

Instructors can ensure that a deaf or hard of hearing student has access to videotaped materials in class by taking the following steps:

- All videos used in your classroom, as well as any new videos purchased for classroom use must contain closed-captioning.
- Inquire whether your videos are captioned by contacting MEDIA SERVICES, SSD, or by looking at the video container, which usually includes a statement about captioning or carries the initials "CC" or a Q-like symbol.
- For captioning materials for use online or for web-enhanced classes, please refer to the Virtual Valley Faculty Resources webpage under Captioning Info for information on Sending Videos Out to be Captioned. (<http://www.lavc.edu/virtualvalley/captioning-1.html>)
- For captioning materials for classes that are **not** online or web-enhanced classes, please see your Department Chair to request funding for captioning your existing videos. You may wish to investigate whether a newer captioned version is available, or you may want to look for alternate materials that are already accessible.

STUDENT CONFIDENTIALITY

Under the laws affecting higher education, students have the right to confidentiality. If you receive an accommodation form that states a student has a verified disability and is eligible for accommodations, or if the student shares the information with you verbally or in writing, the information must be kept confidential. Instructors and staff must maintain confidentiality about the identity of the student with a disability, the nature of the disability, and the disability-related accommodations s/he requires.

Disclosure of disability status in front of classmates by the instructor is often the worst fear of a student with a disability. If that information is revealed to classmates or others without the student's permission, it is a violation of the trust that the student has in the instructor and the college. It is also against the law.

Some disabilities are obvious but there are many more disabilities that are not so apparent. **The fact that a student has a disability is usually revealed to you only so that the proper accommodations can be provided. Even so, announcing in class that an identified student needs a note-taker or discussing a student's disability in class in the presence of other students are actions that violate the student's right to confidentiality.**

For suggestions on how to request note-taking volunteer assistance in class please see appendices for the memo to instructor on *Note-taking Assistance*, that is always attached to the *Classroom & Testing Accommodations* letter to instructors if note-taking assistance has been approved by SSD as a classroom accommodation needed by the student.

SSD SERVICES

SSD provides services to a diverse population of students with a wide variety of abilities and disabilities. Instruction, support services, and accommodations for eligible, registered students with verified disability-based educational limitations may include:

- Tutoring referrals
- Orientation to campus
- Note-taking assistance
- Special parking privileges
- Liaison with faculty and campus departments
- Priority registration and enrollment assistance
- College student educational program (SEP) planning
- Sign language interpreters
- Test-taking accommodations
- Assessment for learning disabilities
- Adapted Physical Education courses
- Referrals to on-campus and off-campus resources
- Personal Development and Learning Skills courses

- Specialized, academic, personal, & vocational counseling
- Access to electronic information and assistive technology
- Liaison with Department of Rehabilitation and other community agencies
- Access to instructional materials in alternate media, such as Braille, large print, electronic text (e-text), tactile graphics, and audio recording

WHO IS ELIGIBLE FOR SSD SERVICES AND/OR ACCOMMODATIONS?

To be eligible for instruction, support services and/or accommodations from SSD, a student must provide verification of disability from an appropriate licensed professional and/or physician. The educational limitations of the student that necessitate specific services, special instructional programs, and/or academic accommodations must be directly related to the disabling condition. SSD works closely with each student to verify disability and identify her/his educational limitations.

At LAVC, SSD is the program designated to evaluate disability documentation. If a student gives you documentation directly, you can ask the student to go to SSD to meet with a counselor. Instructors are not expected to evaluate disability documentation. If a student says, "I have a disability and I need additional time for tests," you can ask the student if he or she has gone through SSD or has otherwise provided the college with disability documentation. You are not required to provide accommodations unless the student has submitted the necessary documentation to the college. Almost all students go through SSD to provide this documentation, although occasionally a student may choose to provide documentation to the 504/ADA Coordinator.

DETERMINING REASONABLE ACCOMMODATIONS

After a thorough review of the disability verification submitted by the student, SSD identifies disability-based services and academic accommodations appropriate for the individual student. Student input is encouraged in each step of the process. If a student needs a classroom accommodation, the instructor will be notified by SSD. (Refer to the *Classroom & Testing Accommodations* letter in the appendices)

ACADEMIC ACCOMMODATIONS

Accommodations make courses accessible to students with disabilities. Students with disabilities must be provided equal opportunities to both acquire information and be evaluated in a way that allows them to fully demonstrate knowledge of the subject. Accommodations are designed to assist students in overcoming functional limitations resulting from their disability. Students with disabilities are still responsible for meeting course educational conduct requirements.

For examples of academic accommodations, please refer to the *Classroom & Testing Accommodations* letter in the appendices.

IN-CLASS ACCOMMODATIONS

It is the responsibility of faculty, with the assistance of SSD staff, to allow the student to utilize academic accommodations and support services in the classroom setting.

Refusal to accommodate is a violation of state law and puts the college at risk for lawsuits and/or Office for Civil Rights' complaints.

VARIOUS LEVELS OF INSTRUCTOR INVOLVEMENT IN THE ACCOMMODATION PROCESS

The following are examples of varying levels of instructor involvement in the accommodation process:

Accommodations requiring little or no involvement by the instructor

Lecture Recording

Recording class lectures and discussions may be a necessary accommodation for some students. Per Education Code Section 78907, SSD has the authority to authorize a student to record lectures and discussions. Recorders are specifically mentioned in Section 504 of the Rehabilitation Act as a means of providing full participation in educational programs and activities. As a general rule, any classroom material on which a student typically would take notes may be recorded. Occasionally, classroom discussion reveals items of a personal nature about students. If open discussions tend to reveal personal information, it would be appropriate to ask the student with a disability to turn off the tape recorder during these discussions.

Before authorizing the recording of lectures, SSD requires students to sign a recording contract which is kept on file in the SSD Office and is available to instructors upon request.

Seating

A student with a physical disability who cannot use the standard classroom desks may need to use a chair designated for that individual. The instructor's role may be simply to assist the student in reserving the chair for his/her use.

Accommodations requiring the instructor to be minimally involved

Note-taking devices

A blind student may use a Braille note-taking device that stores information electronically. The instructor would need to verbalize what she or he writes on the board or to describe verbally other items used in instruction.

Note-taking Assistance

Some students with disabilities are eligible for note-taking assistance; this will be indicated on the *Classroom & Testing Accommodations* letter sent to instructors with additional information on how to request a student note taker in the class. SSD can provide NCR paper and/or the use of a copy machine. The instructor should not identify the student with a disability to the class. If the instructor cannot find a volunteer in the class to share notes, SSD should be contacted so that arrangements can be made for an alternative method of providing the accommodation, such as recording the class lectures.

Assistive Listening Devices

Some students with hearing impairments use assistive listening devices to amplify and transmit sound. The instructor may be asked to wear a transmitter or microphone which transmits sound directly to a receiver worn by the student. Faculty may also need to restate questions or comments that are made by other students so that this information is transmitted to the student with the hearing impairment.

Interpreters

Students who are deaf or hard-of-hearing may use sign language interpreters who translate the lecture and facilitate classroom participation and discussion. The instructor should speak directly to the person who is deaf or hard of hearing rather than to the interpreter. For more guidelines on working with students who are deaf or hard of-hearing, please see the "Specific Disabilities/Specific Consideration" in this handbook.

Real-Time Captioning

Students who are deaf or hard-of-hearing may require real-time captioning. The real-time "stenographer" transcribes the lecture, live, so that the student can access instruction and participate in classroom discussion.

Extended Time on Tests

SSD may proctor the exams in a distraction reduced setting. Instructors may make arrangements with SSD to proctor the exam themselves.

Accommodations requiring more significant involvement by the instructor

Testing in Different Format or Alternative Methods of Recording Answers

In some circumstances an alternative testing method may be an approved accommodation for a student. Permitting students to show their knowledge or mastery of the subject matter by using an alternative testing method may be a necessary accommodation, provided that the change in method doesn't fundamentally alter the intent of the education program.

COURSE SYLLABUS STATEMENT

Including a short statement on the course syllabus advising students of the process to request accommodations from the instructor is generally helpful to students and faculty so that everyone knows the process. It is also standard to include on all college documents a statement that the document is available in alternate format (i.e. large print, Braille, E-text.)

SSD suggests including the following sentences on the COURSE SYLLABUS:

- If you are a student with a disability and require classroom accommodations, and have not contacted the Services for Students with Disabilities Office (SSD), do so in a timely manner. SSD is located in the Student Services Annex, Room 175 or call SSD at (818) 947-2681 or TTD (818) 947-2680, to meet with an SSD counselor. If SSD has already sent the memo to instructor confirming accommodations required by the student for this class, please meet with me to discuss arrangements.
- This document can be made available in alternate format upon request from SSD at (818) 947-2681.

REFERRING STUDENTS TO SSD

If you have a student in your class who you think might benefit from an SSD referral, it is usually not a good idea to ask the student directly about the possibility of a disability. You may simply tell the student that you notice she or he is having academic difficulty and encourage him or her to come to talk with you about gaining assistance

HOW INTERPRETER SERVICES ARE PROVIDED AT LAVC

Interpreter services are provided for students with hearing impairments who need them. A note will be sent to you informing you that a student who uses interpreter services has enrolled in your class (Refer to "Sign Language Interpreters" in appendices). The interpreter(s) will come to the front of the class on the first day of service and introduce him/herself to you. The hearing impaired student will sit in the front row of the class and the interpreter will usually sit in front of him/her and interpret what is being said in the class. A chair should be provided for the interpreter.

If you plan to use media or materials in the class that need special lighting, be sure to inform the interpreter beforehand so that necessary lighting can be provided, as it is difficult for a student to see an interpreter's hands in the dark.

Any videos/DVDs utilized in the class must include a closed captioned format. Please see the Virtual Valley webpage on captioning videos (<http://www.lavc.edu/virtualvalley/captioning-1.html>) for captioning options. Closed-captioning services can take 4-6 weeks, so do not wait until a deaf student enrolls in your class to get your videos/DVDs closed-captioned because by then there will probably not be enough time to get them done. Sign language interpreters will not interpret videos/DVDs.

Students utilizing interpreters should be held to the same standards as other students in terms of the number of classes they are allowed to miss before they are excluded. It is the student's responsibility to notify SSD if the interpreter is late or does not show up for class. If an interpreter is absent, a substitute interpreter will be provided, if available. If not, the student has been counseled to carry a recording device to class to record the lecture. The recorded lecture can be interpreted for the student when an interpreter is available. It is also the student's responsibility to request interpreter services for outside class activities, such as field trips or meetings with instructors. Notice of at least five business days to SSD is required to request interpreters.

HOW ARE TESTING ACCOMMODATIONS PROVIDED AT LAVC?

Instructor-Provided OR SSD-Provided Testing Accommodations

If a student is eligible for testing accommodations, the SSD *Classroom & Testing Accommodations* letter to instructor form that is sent to you will indicate this. An instructor may arrange to provide testing accommodations him/herself for the student OR request SSD to do so. In either case, no test may be administered to the student until you fill out and return the proper paperwork to SSD.

Instructor-Provided Testing Accommodations

Some instructors prefer to provide test-taking accommodations themselves. To provide SSD approved testing accommodations the instructor must indicate so on the return portion of the SSD Classroom & Testing Accommodations letter or request an "Instructor-Provided Testing Accommodation Contract" from SSD, sign it and return it to SSD at the beginning of the semester or as soon as possible.

Although it is the instructor's right to provide the required test-taking accommodation, the instructor must provide it in a setting that is conducive to concentration. If the student is not provided with an appropriate test-taking environment or allotted the specified amount of extra time, the student has the right to refuse to take the test under those conditions and report the incident to SSD.

SSD-Provided Testing Accommodations

If you received a Classroom & Testing Accommodations letter, please complete and return the bottom portion to SSD as soon as possible. This form requests the instructor to provide details pertaining to the way your exam is being administered in your classroom. This information assists SSD to maintain proper test administration procedures, ensure test security, and provide equitable test accommodations in the SSD setting for your student. This form must be returned to SSD before testing accommodations can be provided.

Note: Because the SSD office needs to arrange for a test proctor and a place for the student to take the test, it is the responsibility of the student to inform the SSD office no less than 3 business days (Monday to Friday, not including holidays) in advance of the need for accommodations for a specific test. Without written permission from the instructor, SSD will not reschedule a cancelled test for a student.

SSD maintains strict test security standards. Each test, when completed, is returned per the instructor's written request to the mailroom, to the departmental office, or to the instructor during specified office hours.

Students taking exams under SSD supervision are expected to act in accordance with the College Code of Academic Integrity and the LAVC Standards of Student Conduct. In cases where conduct appears to be in violation, students will be referred to the instructor. SSD will report any and all incidents in which academic integrity may have been compromised to the instructor for resolution.

SSD HIGH TECH CENTER (HTC)/CAMPUS LABS/LIBRARY: ACCESSIBILITY/ASSISTIVE TECHNOLOGY

The SSD High Tech Lab (Student Services Annex, Room 175) is where assistive technology and alternate format requests are processed. Located there are scanners, Braille printers and assistive software such as Jaws, Dragon Dictate, ZoomText, Kurzweil 1000/3000. Assistive devices such as FM systems, digital recorders, natural keyboards, joysticks, head mice, Braille keys, and Daisy Readers are available in the SSD HTC for loan to eligible students on a first-come, first-served basis.

Accessibility to college electronic educational materials and technology is required. The library and the computer labs on campus have assistive hardware and assistive software installed for the use of eligible students with disabilities, limited licenses, in some cases, prevent software from being distributed to all labs/stations at all times. If a student needs assistive technology that does not seem to be available, the student and/or the instructor or instructional aide should contact SSD to request and arrange for appropriate accommodations.

COMMUNICATING EFFECTIVELY WITH STUDENTS WITH DISABILITIES³

Although there have been many positive changes over the years, some of the most difficult barriers people with disabilities face are the negative attitudes and perceptions of other people. Persons with disabilities still experience prejudice, patronizing attitudes, presumption about what they can and cannot accomplish, and biases based on their disability rather than their abilities.

Positive Language

Positive language empowers. When writing or speaking about people with disabilities, it is important to put the person first. Group designations such as "the blind," "the deaf" or "the disabled" are inappropriate because they do not reflect the individuality, equality, or dignity of people with disabilities.

The following are examples of positive and negative phrases.⁴

AFFIRMATIVE PHRASES	NEGATIVE PHRASES
person with mental retardation	retarded, mentally defective
person who is blind, person who is visually impaired	the blind
person with a disability	the disabled, handicapped
person who is deaf, person who is hard of hearing	suffers a hearing loss, the deaf
person who has multiple sclerosis	afflicted by MS
person with cerebral palsy	CP victim
person with epilepsy, person with seizure disorder	epileptic
person who uses a wheelchair	confined or restricted to a wheelchair
person who has muscular dystrophy	stricken by MD
physically disabled	crippled, lame, deformed
person without a disability	normal person (implies that the person with a disability isn't normal)
unable to speak, uses synthetic speech	dumb, mute
Seizure	fit
successful, productive	has overcome his/her disability; courageous (when it implies the person has courage because of having a disability)
person with psychiatric disability	crazy, nuts

³ From Peralta College District DSPS Faculty Handbook.

⁴ Ten Commandments for Communicating with People with Disabilities," www.disabledperson.com/articles/communications.asp

Positive Actions

Outlined below are the "Ten Commandments of Etiquette for Communicating with People with Disabilities" to help you in communicating with persons with disabilities.⁵

1. When talking with a person with a disability, speak directly to that person rather than through a companion or sign language interpreter.
2. When introduced to a person with a disability, it is appropriate to offer to shake hands. People with limited hand use or who wear an artificial limb can usually shake hands. (Shaking hands with the left hand is an acceptable greeting.)
3. When meeting a person who is visually impaired, always identify yourself and others who may be with you. When conversing in a group, remember to identify the person to whom you are speaking.
4. If you offer assistance, wait until the offer is accepted. Then listen to or ask for instructions.
5. Treat adults as adults. Address people who have disabilities by their first names only when extending the same familiarity to all others. (Never patronize people who use wheelchairs by patting them on the head or shoulder.)
6. Leaning on or hanging on to a person's wheelchair is similar to leaning on hanging on to a person and is generally considered annoying. The chair is part of the personal body space of the person who uses it.
7. Listen attentively when you're talking with a person who has difficulty speaking. Be patient and wait for the person to finish, rather than correcting or speaking for the person. If necessary, ask short questions that require short answers, a nod or shake of the head. Never pretend to understand if you are having difficulty doing so. Instead, repeat what you have understood and allow the person to respond. The response will clue you in and guide your understanding.
8. When speaking with a person who uses a wheelchair or a person who uses crutches, place yourself at eye level in front of the person to facilitate the conversation.
9. To get the attention of a person who is deaf, tap the person on the shoulder or wave your hand. Look directly at the person and speak clearly, slowly, and expressively to determine if the person can read your lips. Not all people who are deaf can read lips. For those who do lip read, be sensitive to their needs by placing yourself so that you face the light source and keep hands, cigarettes and food away from your mouth when speaking.
10. Relax. Don't be embarrassed if you happen to use accepted, common expressions such as "See you later," or "Did you hear about that?" that seems to relate to a person's disability. Don't be afraid to ask questions when you're unsure of what to do.

WHAT IF AN INSTRUCTOR REFUSES TO PROVIDE SSD-APPROVED ACCOMMODATIONS?

It is the responsibility of faculty members, with the assistance of SSD staff, to allow the student to utilize academic accommodations and support services approved by SSD. Disallowing the accommodation or telling the student, "You don't need this," or "I don't believe in learning disabilities," is unlawful and puts the college, the district, and the instructor at risk of legal action.

If an instructor receives an accommodation form and doesn't understand or disagrees with the accommodation, it is the instructor's professional responsibility to contact SSD and possibly the department chair and/or academic dean to discuss the issue.

⁵ Ibid

APPENDICES

RIGHTS AND RESPONSIBILITIES

Students with disabilities have the right:

- To participate voluntarily in SSD
- To participate in other educational courses, programs, or activities offered by the college
- To be evaluated based on ability, not disability
- To appeal a decision regarding accommodations through college processes and/or make a formal complaint with the Office of Civil Rights (OCR).

Students with disabilities have the responsibility:

- To provide professional documentation of disability and functional limitations to the college
- To request accommodations in a timely manner
- To follow college procedures for obtaining accommodations
- To work cooperatively with SSD to determine and implement accommodations
- To maintain the academic and conduct standards of the college

Instructors have the right:

- To set academic standards
- To evaluate the student based on the standards of the class and to grade accordingly
- To advise the student to contact SSD if the student requests an accommodation and the instructor has not received written notification from the SSD office
- To require students to follow the conduct standards of the college

Instructors have the responsibility:

- To work with SSD to provide for accommodations in a fair and timely way
- To provide handouts in a timely way for alternate media provision
- To select textbooks in a timely way so that E-text can be ordered from the publisher and/or other alternate formats can be produced by SSD.
- To respect and maintain a student's right to confidentiality about his/her disability by not announcing or discussing the student's disability in the presence of other students or staff
- To contact the SSD office if there is disagreement about the accommodations
- To work with SSD to ensure that instructional web pages are accessible to students who use assistive technology
- To work with SSD to ensure that all instructional videos are captioned

SSD has the right:

- To request and receive current documentation that supports the need for accommodations
- To deny a request for accommodations if the documentation demonstrates that the request is not warranted or if the individual fails to provide appropriate documentation
- To suspend services if a student persistently violates SSD policies and procedures regarding academic accommodations

SSD has the responsibility:

- To verify the student's disabilities and authorize accommodations based on educational limitations caused by the disability
- To assist faculty in providing or arranging accommodations and/or auxiliary aids
- To hold student information confidential except where permitted or required by law
- To communicate to students, faculty, and staff the process to request accommodations

SPECIFIC DISABILITIES/SPECIFIC CONSIDERATIONS

STUDENTS WITH VISUAL IMPAIRMENTS

For a student who is blind, it is critical for faculty to select and submit their textbook choices for purchase on time. It may take as long as eight weeks for a textbook to be read on tape or to obtain it from the publisher on E-text. It would be helpful when you talk with publisher representatives to ask if the text you have chosen is available in an alternative format (i.e., on E-text, tape, large print, Braille, CD-ROM, computer diskettes).

Treat the student with a visual impairment very much as you would any other student. Use words like "see" without being self-conscious. If you are in a room alone with a blind person try to remember to explain what you are doing, such as shuffling papers. Tell him/her when someone comes in the room or when you leave the room. Identify yourself so the student knows of your presence. Don't ask him/her to guess who you are by your voice. Talk in a normal and friendly tone of voice. The fact that the student cannot see is not an indication that s/he cannot hear well. It is never impolite to ask if the student needs or would like assistance.

In guiding a student who is blind, permit him/her to take your arm. Never grab your student's arm. Walk at a normal pace. Hesitate slightly before stepping up or down. Be explicit in giving directions to your student who is blind. Use "right" or "left" according to the way your student is facing. When assisting a student to a chair, simply place your hand on the back or arm of the chair. This is enough to indicate the location. Never leave a student who is blind in an open area. Lead the student to the side of the room or to a chair or landmark from which s/he can obtain a sense of direction. A cordial handshake substitutes for a friendly smile when meeting or leaving.

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

When relocation of a class is necessary, a note on the chalkboard or door is not adequate. It would be helpful to have a sighted student wait for the visually impaired student to arrive.

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

Because of the time necessary to have books read aloud or to review tapes, students often require extra time to complete required materials, especially when library research is involved. Please keep in mind that last minute assignments can present a problem due to preparation and reader scheduling.

Common accommodations for students with vision impairments include alternative print formats (Braille, audio tape, large print or electronic text), magnification devices, bright incandescent lighting, raised lettering, tactile cues, adaptive computer equipment, readers for exams, print scanners, syllabus in alternate format, taped lectures, lab or library assistants, and copies of notes and overheads in alternative format.

Instructional Strategies for Students who have Visual Impairments:⁶

- Provide reading lists or syllabi in advance to allow time for the student to secure the printed material in alternate format: tape, Braille, large print, electronic text or tactile materials (for diagrams or illustrations).
- Face the class when speaking.
- Be flexible with deadlines if the document conversion process holds up the completion of an assignment.
- Convey in spoken words all material that you put on the chalkboard.
- It is important to provide alternative formats to students with vision impairments at the same time materials are given to the rest of the class. Work with SSD and student to do so.
- Plan field trips and special projects well in advance to assure that needed accommodations can be arranged and are in place.

⁶ Des Moines Area Community College SSD "Faculty Resources Handbook."

STUDENTS WITH PHYSICAL DISABILITIES⁷

A wide range of conditions may limit mobility and/or hand function. Among the most common permanent disorders are such musculoskeletal disabilities as partial or total paralysis, amputation or severe injury, arthritis, active sickle cell disease, muscular dystrophy, multiple sclerosis and cerebral palsy. Additionally, respiratory and cardiac diseases that are debilitating may consequently affect mobility. Any of these conditions may also impair the strength, speed, endurance, coordination and dexterity that are necessary for proper hand function. While the degree of disability varies, students may have difficulty getting to or from lectures, participating in lectures and managing out-of-lecture assignments and tests.

Because a student sitting in a wheelchair is about as tall as most children, and because a pat on the head is often used to express affection toward children, some people are inclined to reach out and pat the person in a wheelchair on the head. Students usually find this to be demeaning. A wheelchair is part of the person's body space. Do not lean on the chair; it is similar to hanging or leaning on the person.

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

Physical access to lecture rooms is a major concern of students who are physically disabled. Students who use wheelchairs, braces, crutches, walking sticks, prostheses, or who fatigue easily, may find it difficult moving about; especially within the time constraints imposed by lecture timetables. Please keep in mind that occasional lateness may be unavoidable. Tardiness or absence may be due to transport problems, inclement weather or lift or wheelchair breakdown.

In Class

Some courses and classrooms present obstacles to the full participation of students who are physically disabled. In seating such students a doorway, a side aisle or the back of the room should be avoided. Laboratory benches too high for wheelchair users to reach or transfer to, or with insufficient under-bench knee clearance, may be modified or they may be replaced with portable benches. Otherwise, the assistance of an aide to follow the student's lab instructions may be necessary. Students with hand-function limitations may have difficulties with writing.

Out-of-Lecture Assignments

For students who are physically disabled or who have hand-function impairments, the use of the library for reading or research assignments may present obstacles. Arrangements for assistance with library personnel may have to be made for access to card catalogues, bookshelves, and microfiche and other equipment, or for manipulating the pages of publications. Because the completion of required *work* may thus be delayed, the extension *of* deadlines may be appropriate. Off-campus assignments and fieldwork may pose similar problems of access to resources. Instructors should consider such expedients as advance notice, the extension of deadlines and the provision of alternative assignments, to some students with physical disabilities.

Common accommodations for students with mobility impairments include note-takers, accessible classrooms, location, furniture, alternative ways of completing assignments, lab or library assistants, assistive computer technology, exam modifications, and nearby parking.

Instructional Strategies for Students who have Mobility Impairments:⁸

- Students may need books on tape or E-text, so make textbook selections early.
- Consider the accessibility of your classroom and your curriculum early in the semester, and discuss any concerns with SSD and/or the student.

⁷ From University of Dublin, Trinity College, "Student Disability Services," at <http://www.tcd.ie/disability/index.php>

⁸ From Des Moines Area Community College Disability Services Office Faculty Resources Handbook: https://go.dmacc.edu/student_services/disabilities/facultyhandbook/Pages/welcome.aspx

- Familiarize yourself with the building's emergency evacuation plan and assure that it is manageable for students who are physically disabled.
- Allow in-class writing assignments to be completed out of class, if necessary.
- Use of a tape recorder or, if requested, assist the student in identifying a note-taker.
- In labs, team the student with a laboratory partner or ask the student if a lab assistant would be helpful.
- If your course includes field trips or off-campus activities, notify students in advance so they can address any accessibility needs.

Lateness and Absences

Students with mobility impairments may require more time to get to and from classes because the accessible travel routes are sometimes roundabout. They are dependent on elevators being in operating order, and they have more difficulty making up for time lost when an earlier class is held overtime.

Other reasons for these students occasionally being late are: waiting for assistance in opening doors, maneuvering along crowded paths and corridors, and finding and/or navigating a ramp to the building. If a student who uses a wheelchair or has another mobility-related disability is frequently late, it is appropriate to discuss the situation with him/her and seek solutions. Most students will schedule their classes with ample time between them; however this is not always possible.

Students who rely on attendant care or mobility assistance may sometimes experience disruption in their schedules that are beyond their control. Some students are susceptible to medical problems that can require them to be absent during a prolonged course of medical treatment. If this occurs, the student is responsible for notifying his or her instructor of the situation. Some individuals with mobility impairments have disabilities that involve unavoidable personal hygiene problems that may cause them to be absent from class without advance notice. Such problems occur infrequently, but should be given due consideration by faculty members.

Field Trips

If a class involves fieldwork or field trips, discuss accessibility issues of the location with the student. If access problems exist collaborate with student and SSD to come up with creative solutions.

STUDENTS WHO ARE DEAF OR HARD OF HEARING

Common accommodations for students who are deaf or with other levels of hearing loss include sign language interpreters, assistive listening devices, note-takers, preferential seating, and closed-captioned films and videos.

Instructional Strategies for Students who are Deaf or with Other Degrees of Hearing Loss:⁹

- An unobstructed line of vision is necessary for students who use interpreters and for those who rely on lip reading.
- When an interpreter is used, the student's view should include both the interpreter and professor.
- When working with a deaf or hard of hearing student, keep your face within view of the student and speak in a natural tone.
- Recognize that many deaf students are second language users of English. American Sign Language, which has a very different grammatical structure, may be the student's first language. Therefore, you may see grammatical and sentence structure errors in their written assignments.
- Use visual aids and the chalkboard to reinforce spoken presentations when possible.
- Repeat the comments and questions of other students, especially those from the back rows and acknowledge who has made the comment so the student and/or interpreter can follow the conversation.
- Do not hesitate to communicate with the student in writing when conveying important information such as assignments, scheduling, deadlines, etc. Write assignments on the board.
- Use e-mail with the student as an effective, easy means of communicating.

Communication

When using an interpreter to communicate with a student, address the student directly. Many students who are

⁹ From Des Moines Area Community College Disability Services Office Faculty Resources Handbook: https://go.dmacc.edu/student_services/disabilities/facultyhandbook/Pages/welcome.aspx

hard-of-hearing do not hear tone of voice. Some expressions, such as sarcastic statements, might be misleading if taken literally. Since conversation is a two-way street, receiving messages is as important as sending them. Do not hesitate to ask the individual to slow down or repeat when you do not fully understand. Occasionally the student might have to ask you to restate what you said to make sure he or she completely understands you. Rephrase your statement rather than repeating the same words again.

Lighting is very important when communicating with a deaf or hard-of-hearing person. Do not stand in front of a window or bright light when talking. Try to talk where there is adequate, well distributed light. Be sure to face the individual when talking. Speak slowly and do not over exaggerate your lip movements. Keep your hands away from your face. Using facial expressions, gestures, and other "body language" is helpful in conveying your message.

Be aware that individuals who can hear make the best lip readers. Only 30 percent of the English language is readable on the lips. Among students with extensive training in lip reading, only 25% of speech can be understood. It takes a great deal of concentration to lip read. If you see a student with a hearing aid, this does not mean that the student can understand verbal language. The student may require an alternative form of communication, such as an interpreter, note-taker, or use of other assistive listening devices.

Seating

A student who is deaf or hard-of-hearing depends on visual cues to supplement what s/he does not hear. Seating is an important consideration. The student will need to be near the front so that his/her view is not obstructed. If a student has a unilateral hearing loss, s/he should be seated so that maximum use of the good ear is permitted.

Participation

Because of a time lag between the spoken word and the interpretation, the student's contribution to the lecture or discussion may be slightly delayed. Students may have speech and/or language impairments, which may lead to reluctance to participate in class. Assumptions should not be made automatically about the student's ability to participate in certain types of classes. The primary form of communication with the Deaf community is sign language. In view of this, many persons who are deaf or have profound hearing loss since birth or an early age have not mastered the grammatical subtleties of their "second language," English. This does not mean that instructors should overlook errors in written (or spoken) work. However, they should know that this difficulty with English is not related to intelligence but is similar to that experienced by students whose native language is other than English.

STUDENTS WITH LEARNING DISABILITIES

Learning disabilities affect the manner in which individuals with average or above average intelligence receive, process, retain and/or express information. A learning disability is NOT to be confused with generalized low ability. Learning disabilities are invisible, but may affect a student's performance in reading, writing, spoken language, math, orientation in space and time and/or organization. The areas of difficulty will vary from one student to another.

Many individuals, particularly older adults, with learning disabilities aren't aware of the reasons for their difficulties in learning. School failures may have been attributed to their being "dumb" or "lazy." Others may have been able to use their strong memory, good people skills, or some other strength to carry them through their high school years. However, when they get to college and try to learn algebra, read a biology textbook, or take notes from a complicated lecture, they discover that it is much harder to get around their learning problems without help.

General Guidelines for Teaching Students with LD¹⁰

- Take initiative. If you notice a problem, talk to the student in private.
- Provide a detailed syllabus and assignment descriptions.
- Give directions both orally and in writing.
- Present material in a variety of ways: visual, aural, etc.
- Build skills gradually over the semester and give frequent feedback.

¹⁰ From "Teaching for Inclusion at <http://cfe.unc.edu/pdfs/TeachforInclusion.pdf>

- Allow alternative testing formats and/or extended time where appropriate.
- Avoid looking annoyed when a student asks a question you have just answered.
- Keep students' attention through voice modulation, gesturing to emphasize significant points.
- Help students to organize, synthesize, and apply information.

STUDENTS WITH ATTENTION DEFICIT DISORDER/HYPERACTIVITY/ ADD/ADHD

Students with ADD/ADHD may display differing degrees of inattention, impulsivity, and hyperactivity. Symptoms may include fidgeting, high levels of distractibility, difficulty following through on instructions, frequent interrupting, blurting out answers before being asked, lack of organization or time management and the appearance of inattention. While medications can help relieve symptoms in some cases, some students do not benefit from medication, may decide not to use medication, or may experience side effects that make medication usage impractical. Students *with ADHD may also have learning disabilities.*¹¹

Common accommodations for students with ADHD are exam modifications, testing in a quiet area with decreased distractions, alternative print formats, taped lectures and/or note-takers.

Instructional Strategies for Students who have Attention Deficit Disorders:¹²

- Allow front row seating that places most of the distractions behind the student and encourages more focus on the instructor.
- Prepare a syllabus with clear expectations, reading assignments, and exam dates to provide needed structural and organizational assistance.
- Announce, post, and keep clear office hours during which the student can meet with you for clarification of information or assignments.
- Remind students that campus tutoring services are available
- Assist the tutoring office in locating a tutor from within your department if requested.
- Provide information about assignments and due dates well in advance to allow extra time.
- Present course material through a variety of modalities: visual, auditory and kinesthetic. Examples include the use of the board, through lecture, handouts, films or videos, transparencies and with hands-on opportunities.
- Make required book lists available prior to the first day of class to allow students time to begin their reading early or to have their texts put on tape or in other alternate formats.
- Outline class presentations and write new terms and key points on the board.
- Repeat and summarize segments of each presentation and review it in its entirety.
- Illustrate abstract concepts with concrete examples, personal experiences, hands-on models, and such visual structures as charts and graphs.
- When interacting one-on-one with the student, ask the student to paraphrase your comments or instructions to ensure accurate understanding.
- Provide students with chapter outlines or study guides that cue them to key points in their readings.
- Read aloud material that is written on the board or that is given in handouts or transparencies.
- Keep oral instructions concise and reinforce them with brief cue words.¹³

STUDENTS WITH PSYCHOLOGICAL DISABILITIES

According to Title 5, psychological disability means a persistent psychological or psychiatric disorder, or emotional or mental illness. In order for a student with a psychological disability to receive SSD services they must present verification of disability to SSD from an appropriately licensed or certified professional. Accommodations for students with psychological disabilities do not include psychotherapy.

Students with psychiatric disabilities present some of the most difficult challenges to an instructor. Like those with

¹¹ From Des Moines Area Community College Disability Services Office Faculty Resources Handbook: https://go.dmacc.edu/student_services/disabilities/facultyhandbook/Pages/welcome.aspx

¹² Ibid

¹³ Ibid

other disabilities, their impairments may be hidden, and in fact, latent, with little or no effect on their learning. Among the most common psychological impairments among students is depression. The condition may be temporary, in response to inordinate pressures at college, at work, or in one's social life. It may be manifested as a pathological sense of hopelessness or helplessness, which may provoke, in its extreme, threats or attempts at suicide. It may appear as apathy, disinterest, inattention, impaired concentration, irritability, or as fatigue or other physical symptoms resulting from changes in eating, sleeping or other living patterns.

Anxiety is also prevalent among students and may also be the transient reaction to stress. Mild anxiety, in fact, may promote learning and improve the student's performance. Severe anxiety, however, may reduce concentration, distort perception and weaken the learning process. Anxiety may manifest itself as withdrawal, constant talking, complaining, joking or crying, or extreme fear, sometimes to the point of panic. Bodily symptoms might include episodes of lightheadedness or hyperventilation¹⁴

It has been the experience of the SSD staff that students with psychological disabilities are usually not disruptive. In any case all students must follow the College Standards of Conduct like all other students. College age students may be experiencing psychological difficulties for the first time. If so, a referral to the Student Health Center might be appropriate. The Student Health Center has a physician and a clinical psychologist on staff.

Psychological disturbances may manifest themselves in negative behavior ranging from indifference and recalcitrance to disruptiveness. Such conduct makes it hard to remember that they have as little control over their disabilities as do students with physical disabilities.

Suggestions for Dealing with Disruptive Behavior:

- If inappropriate behavior occurs, discuss it with the student privately and directly, delineating if necessary the limits of College Standards of Student Conduct. Call SSD and refer student to SSD counselor.
- In your discussions with the student do not attempt to diagnose or treat the psychological disorder. Rather, explain the boundaries for the student's behavior in your classroom.
- If you sense that discussion would not be effective or if the student approaches you for therapeutic help refer the student to the SSD counselor and/or to the Student Health Center.
- If abusive or threatening behavior occurs, refer the matter to appropriate (disciplinary) college authorities. (X2911)

Common accommodations for students with psychiatric disabilities are exam modifications, alternative ways of completing assignments, time extensions, taped lectures, early syllabus, and study skills and strategies training.

Instructional Strategies for Students who have Psychological Disabilities¹⁵

- Allow the student to tape-record lectures.
- Clearly define course requirements, the dates of exams, and when assignments are due; provide advance notice in writing of any changes.
- Clearly post your attendance policy, testing policies and office hours on your syllabus.

STUDENTS WITH AUTISM SPECTRUM DISORDERS /ASPERGER'S DISORDER

Autism is a complex and severe developmental disorder that affects a person's ability to communicate, form relationships with others, and respond appropriately to the environment. Those affected may avoid making eye contact and lack the ability to read faces for signs of emotion or other cues. Children typically do not engage in social play or games with their peers. Unusual behaviors such as rocking, hand-flapping or even self-injurious behavior may be present in some cases. Twenty years ago, autism was diagnosed in only one in every 10,000 children. The National Institute of Health now estimates that autism will affect one in 166 children. The explanation for the increase in cases of autism has been that cases have "missed" the diagnosis in the past, and instead of being reported as autistic, the children were reported as "mentally retarded." Recently, research has implicated environmental factors in explanation of the enormous increase.

¹⁴ From University of Dublin, Trinity College, "Student Disability Services," at <http://www.tcd.ie/disability/index.php>

¹⁵ Ibid

The HELP Group, a provider of K-12 special education to children is located across the street on Burbank Ave. Many of their students, who have Autism Spectrum Disorders, Asperger's in particular, make the transition from high school to college, at LAVC. SSD has a close working relationship with the counselors and instructors at HELP.

Asperger's Disorder is thought to be a milder variant of Autism. Affected individuals are characterized by social isolation and eccentric behavior in childhood. There are impairments in two-sided social interaction and non-verbal communication. Though grammatical, their speech is peculiar due to abnormalities of inflection and a repetitive pattern. Clumsiness is prominent both in their articulation and gross motor behavior. These students usually have a circumscribed area of interest, which usually leaves no space for more age-appropriate, common interests. Some examples are cars, doorknobs, hinges, meteorology, astronomy, and history.¹⁶

Students with AS usually have average to above-average intelligence (especially in the verbal sphere) but lack high level thinking and comprehension skills. They tend to be very literal. Their images are concrete, and abstraction is poor. Their pedantic speaking style and impressive vocabularies give the false impression that they understand what they are talking about, when in reality they are merely parroting what they have heard or read. The AS student frequently has an excellent rote memory, but it is mechanical in nature; that is, the child may respond like a video that plays in set sequence. Problem-solving skills are poor.¹⁷

Students who have Autism/Aspergers:¹⁸

- Often have poor impulse control;
- Have a tendency to parrot back what they have heard but not really understand the information
- Benefit from added explanations and simplifications when lesson concepts are abstract;
- Have exceptional memory abilities and retaining factual information is frequently their forte;
- Often do not understand emotional nuances, multiple levels of meaning, and relationship issues;
- Frequently do not know the difference between general knowledge and personal ideas and therefore assume the teacher will understand their sometimes abstruse expressions. Writing assignments of individuals with AS are often repetitious, flit from one subject to the next, and contain incorrect word connotations;
- Often have excellent reading recognition skills. Language comprehension may be weak. Do not assume they understand what they so fluently read;
- Have difficulties exerting effort in areas in which they are not interested. Academic work may be of poor quality because the student with AS is not motivated.
- Do best with an identified support staff member with whom they can check in with on a daily basis. It is critical that adolescents with AS who are mainstreamed have a support person who can assess how well s/he is coping by meeting with her/him daily and gathering observations from others;
- Students with AS must receive academic assistance as soon as difficulties in a particular area are noted or they can become quickly overwhelmed and react much more severely to failure than do other students.

¹⁶ Ozbayrak, R. Kaan, Asperger's Disorder Home Page at <http://www.aspergers.com>

¹⁷ Williams, Karen, "Understanding the Student with Asperger's Syndrome: Guidelines for Teachers," at <http://www.aspennj.org/pdf/information/articles/understanding-the-student-with-aspergers-syndrome.pdf>

¹⁸ Ibid

STUDENTS WITH SEIZURE DISORDERS

Students with seizure disorders sometimes choose to make their condition known to their instructors, to the Student Health Center, and to College Sheriffs Office.

If you see a student or instructor having a seizure, first ask someone to notify College Sheriff at x 2911. Then, here is how you may be able to help:

1. Roll the person on his or her side to prevent choking
2. Cushion the person's head.
3. Do NOT put anything in the person's mouth.
4. Do NOT restrict movement unless the person could be hurt.
5. Remove any sharp objects from the immediate area.
6. Check for "Medical Alert" bracelet.
7. Stay with the person until the seizure ends or help arrives.

GUIDELINES FOR EMERGENCY EVACUATION OF PERSONS WITH DISABILITIES¹⁹

1. In an emergency, always dial x2911 for College Sheriff assistance.
2. ASK how you can help BEFORE attempting any rescue or assistance. Ask how the person can best be moved and whether there are any special considerations or items that need to come with the person. Notify sheriff or fire personnel immediately about persons remaining in the building and their locations.

When offering rescue evacuation help to someone with Limited Mobility use the following guidelines:

1. Attempt a rescue evacuation ONLY if you have had rescue training unless the situation is life threatening. Some persons may have such minimal mobility that lifting them may be dangerous. (See following information regarding Non-Ambulatory persons.) Clear the exit route of debris so the floor is clear. Be sure the person takes crutches, walkers or other mobility devices with them.

When offering rescue evacuation to persons who are Non-Ambulatory:

1. When evacuating always ask what method of assistance the person prefers. Not all persons can be removed from their wheelchairs and carried safely. Persons with chronic pain, catheter leg bags, fragility, or braces may not be able to extend or move extremities.
2. Person may have a physical condition that contraindicates lifting, such as heart conditions or back problems or other severe physical complications. Non-ambulatory persons frequently have respiratory complications or rely on electric artificial respirators. They should be given priority assistance if there is smoke or fumes as their ability to breathe is seriously in danger.

Transferring a Person Out of a Wheelchair:

1. Check that the individual is not at risk when being transferred or carried. Note the location of the wheelchair and upon exiting the building immediately inform the Sheriffs Office of the location of the wheelchair so they can retrieve it. The wheelchair is essential to the person's mobility and safety.
2. Use a two-person chair carry: two assistants link arms to form a backrest and grip wrists to form a seat.
3. Semi-ambulatory person may lean against back of assistant while assistant holds both persons arms over assistant's shoulders. The assistant leans forward slightly to take most of the person's weight.
4. Two assistants carry person by extremities. One assistant stands behind and wraps arms around person's chest under person's arms. Second assistant stands facing away from the person between their legs and lifts person's legs under knees.

¹⁹ From Santa Barbara City College, "Emergency Evacuation Guidelines," at <http://www.sbccc.edu/dsps/policiesprocedures/emergencyevac.php>.

Moving a Person in a Wheelchair Down a Flight of Stairs

1. LAVC Sheriff has stair evacuation equipment and some equipment is stored adjacent to the second floor Campus Center stairwell. Sheriffs have been trained in the use of this equipment.
2. If for some reason it is necessary to move the person in their wheelchair without the evacuation equipment, it is desirable to have a minimum of two assisting persons, with four assisting persons preferred for adults with heavy wheelchairs.
3. Secure the wheelchair seatbelt.
4. The wheelchair battery may have to be removed first.
5. The strongest person(s) should be placed at the back of the chair and will grip the chair handles.
6. The other assisting person(s) will note what parts of the chair are removable (wheels, armrests, footplates) so they do NOT lift the chair by those parts. They will grip the front seat frame and/or non-removable leg rests.
7. Always keep the wheelchair facing away from the stairs.
8. ROLL the wheelchair up or down the stairs. Do NOT carry as this may cause back trouble for the assistant. Let the wheelchair carry the weight.
9. Keep the wheelchair slightly tilted back to keep the wheelchair user secure. However, do not tilt too far as this could cause the assistant to lose balance and pitch forward.

Moving a person in a wheelchair over a curb or single step:

1. Secure the wheelchair seatbelt.
2. Just before reaching the edge of the curb or the step turn the wheelchair around so that it is facing away from the edge. You will back the wheelchair down.
3. The assistant will hold tightly to the handles and slowly back the wheelchair so the rear wheels roll down the edge. The assistant will press a hip against the back of the chair as the rear wheels slowly roll off the edge.
4. The assistant will press a foot on the anti-tipping bar as the chair is very slowly backed away from the curb. Then the front wheels are slowly lowered to the ground.
5. Turn the wheelchair around being carefully to avoid the ankles of other people passing by.

Moving a person in a wheelchair over rough terrain:

1. Secure the wheelchair seatbelt.
2. When approaching surfaces that may cause a problem for wheels such as grates, soft lawns, pitted floors or sand turn the wheelchair around and go backwards.
3. Lift the front wheels up very slightly to put the weight of the chair on the rear wheels. Do not tilt the chair too far back.

Evacuating a person who is blind:

1. Tell the person the nature of the emergency: offer to guide him/her by offering your left/right elbow. This is the preferred, standard method when acting as a sighted guide. Do not grab a visually impaired person's arm.
2. Be sure the person brings with them all mobility aides such as white canes.
3. The individual may have a guide dog that may be disoriented. Ask the advice of the person who is blind regarding your level of assistance. The guide dog stays with the individual, if possible.
4. Give verbal directions to advice about the safest routes. Use compass directions, estimated distances and directional terms to orientate the person. As you walk describe where you are and advise of any obstacles such as overhanging objects, uneven pavements, curbs, or narrow passageways.
5. When you have reached a safe location, orient the person to where she/he is. Ask if further assistance is needed.

Evacuating a person who is deaf:

When offering assistance to someone who is deaf or hard of hearing use the following guidelines.

1. Write a note stating what the emergency is and what the evacuation route is (e.g. "Fire: go out the rear door to parking lot.").
2. Turn the room lights on and off to gain attention, and then indicate through hand gestures or writing on the blackboard what is happening and where to go.

EMERGENCY GUIDELINES FOR PERSONS WITH DISABILITIES²⁰

Preparing for Emergency

1. Be familiar with all standard LAVC emergency evacuation procedures. Please note that the following guidelines are in addition to all other emergency evacuation advice for all individuals.
2. Meet with LAVC Sheriff staff to review the best evacuation routes for the buildings you will be using.
3. Convey your personal emergency evacuation needs in writing to the Sheriff Office, your instructor, classmate, supervisor, or co-worker at the beginning of each semester.
4. Establish a buddy system and an alternate for each class or working area. Instruct these buddies on how to assist you in the event of an emergency. Some persons may need two buddies.
5. Persons who are deaf may wish to prepare a written card requesting non-verbal emergency assistance and guidance (in writing or gesture).
6. Persons using power wheelchairs should schedule battery recharging on a regular basis and make sure the wheelchair battery is charged before leaving home.
7. Provide contact information for accessible transportation services should personal vehicles be inaccessible.
8. Those persons who cannot speak loudly enough to call for help should carry a whistle or other noisemaker.
9. If you are blind or have low vision, learn the location of the exits in advance.
10. If you have a personal attendant, family member or friend who cares for you, make arrangements before an emergency for her/him to check on you immediately after an emergency.
11. Make copies of your health information, evacuation plans and other emergency documents and give them to your attendant, family member or friend.
12. Have in place a plan of how to contact significant others in an emergency. Telephones may not be functioning, so devise a back up. Notify your support network when you go out of town or off campus and when you plan to return. Have them do the same to you should they leave.

In An Emergency on Campus (Dial 2911)

1. Use the Emergency Buddy System you have set up ahead of time.
2. Give clear requests for assistance (verbally or in writing) and explicit directions on how you want assistance.
3. Persons who have mobility disabilities please note that if you are in an LAVC elevator during an emergency or fire, the elevator will automatically return to the first floor and open the doors and shut off.
4. In the case of a power outage during daylight and you are on the second floor you may choose to wait near a window where there is natural light and access to a working telephone. Be sure to inform others leaving the building of your decision and ask them to inform the Sheriff's Office of your location.
5. If there is a power outage and an evacuation has been ordered, or if the outage occurs at night, call LAVC Sheriff at x2911 from a campus phone or *80 from a campus payphone to request evacuation assistance.
6. If assistance is not immediately available and you cannot exit the building you should remain calm and move to the safest area possible such as an near an enclosed stairwell, the elevator lobby, or an office with the door shut which is a good distance from the hazard and away from falling debris. Rescue personnel will first check all exit corridors and stairwells for those trapped.
7. Continue to call for help or use a whistle or noisemaker until rescued.

²⁰ From Santa Barbara City College, "Emergency Evacuation Guidelines," at <http://www.sbccc.edu/dsps/policiesprocedures/emergencyevac.php>

SSD FORMS



Classroom & Testing Accommodations

Services for Students with Disabilities Office

Phone: 818-947-2681 ♦ Email: ssdexams@lavc.edu

To: Professor _____ Date: _____ Semester: _____

Course: _____ Sec# _____ Online / Hybrid

Date & Time of Class: _____

Student Name: _____ ID# _____

In compliance with Section 504 of the Rehabilitation Act of 1973 and The Americans with Disabilities Act of 1990, this student named above has documentation with SSD that verifies a disability requiring learning or testing accommodations in order to ensure equal opportunity for access to the curriculum and to demonstrate content mastery in your class. Based on this student's profile and disability documentation, accommodations considered reasonable and appropriate, are noted below.

If you feel any of these accommodations will compromise the integrity of the course, please contact the SSD Associate Dean, ext 2679.

SECTION A:

CLASSROOM ACCOMMODATIONS	ALTERNATIVE TESTING ACCOMMODATIONS
<input type="checkbox"/> tape record lectures per CA Ed Code Sec. 78907 (* see below) <input type="checkbox"/> spellchecker or word processor <input type="checkbox"/> calculator: _____ <input type="checkbox"/> preferential seating: _____ <input type="checkbox"/> interpreter (please see attached form) <input type="checkbox"/> note-taking assistance (please see reverse or attached form) <input type="checkbox"/> assistive equipment: _____ <input type="checkbox"/> closed captioned videos/dvds <input type="checkbox"/> alternative text form: _____ <input type="checkbox"/> recorded texts (supplied by SSD) <input type="checkbox"/> other: _____ <input type="checkbox"/> other: _____	INSTRUCTOR: PLEASE INDICATE ADDITIONAL PARAMETERS IN SECTION B** <input type="checkbox"/> _____ test/exam/quiz duration <input type="checkbox"/> distraction-reduced environment <input type="checkbox"/> breaks during testing: _____ <input type="checkbox"/> exam reader (when proctored by SSD) <input type="checkbox"/> scribe for written exams (when proctored by SSD) <input type="checkbox"/> alternate format: (supplied by SSD) <input type="checkbox"/> Braille <input type="checkbox"/> Enlarged Print _____ <input type="checkbox"/> spellchecker and/or <input type="checkbox"/> word processor <input type="checkbox"/> calculator: _____ <input type="checkbox"/> other: _____ <input type="checkbox"/> other: _____

Dialogue between the student and the instructor is essential in meeting the curriculum requirements and establishing an understanding of how to best implement these accommodations. It is hoped that this notification will facilitate interaction and assist the student to introduce this topic to you, the instructor. SSD personnel are available to help you with arrangements for classroom or testing accommodations if you require assistance or other resources.

* Electronic recordings of this class, authorized by SSD per CA Ed. Code Section 78907, are for the private use of this student only. They are for the sole purpose of providing access to lecture material and may not be used for any other purpose. The student's signature below indicates understanding and agreement to these conditions.

STUDENT SIGNATURE: _____ SID # _____ DATE: _____

AUTHORIZING SSD SIGNATURE: _____ PHONE/EXT: _____

SECTION B: **THIS SECTION TO BE COMPLETED BY INSTRUCTOR & RETURNED TO SSD IF TESTING ACCOMMODATIONS ARE INDICATED

I AM REQUESTING THAT SSD PROVIDE THE REQUIRED TESTING ACCOMMODATIONS WITHIN THE FOLLOWING PARAMETERS BEING USED BY ALL STUDENTS TAKING THIS TEST. *I ALSO UNDERSTAND THAT THE PARAMETERS STATED BELOW WILL BE IN EFFECT FOR THE ENTIRE SEMESTER UNLESS I NOTIFY SSD IN WRITING OF ANY CHANGES FOR SUBSEQUENT TESTS.

Open book Notes allowed Dictionary/Spell Checker Calculator (Describe) _____

Other (Describe) _____

Testing must take place on or by (date): _____ and time: _____

The amount of class time normally allowed for the exam(s) is: _____

Exam Delivery Preference

- I will deliver test
- I will send test via Campus Mail
- I will send by email to SSD at ssdexams@lavc.edu

Exam Return Preference

- I will pick up test Return test by Campus Mail – Box # _____
- Return test to Dept. Office/Room: _____
- Scan & email to me at _____

I WILL PROVIDE THE REQUIRED ACCOMMODATIONS FOR THIS STUDENT AND I CERTIFY THAT THE ACCOMMODATIONS WILL BE PROVIDED AS OUTLINED ABOVE

INSTRUCTOR SIGNATURE: _____ PHONE/EXT: _____ DATE: _____

Prof.: _____ Course: _____ SEC# _____ Date & Time: _____

Student: _____ SID # _____ DATE SENT TO INSTRUCTOR: _____

SECTION A TO BE RETAINED BY INSTRUCTOR

SECTION B TO BE RETURNED TO SSD OFFICE

NOTE-TAKING ASSISTANCE GUIDELINES FOR ELIGIBLE SSD STUDENTS

Some students with disabilities are eligible for the accommodation of note-taking assistance in the classroom; if this is the case with this particular student, Note-taking Assistance will be marked as an accommodation under the Classroom Accommodations section on the reverse side of this letter.

Please ask if there is a student in class who takes good notes and who would be willing to share notes with another student with a disability. Inform the class that SSD will provide NCR paper and/or the use of the SSD copying machine; if this is an evening class, arrangements can be made to use the copier in the Academic Affairs office. Please ask the student volunteer to remain after class to meet with you and discuss details of the arrangement. **Please do not identify the SSD student to the class or to the note taker; SSD students are entitled to confidentiality.**

If you are unable to find a student volunteer in the class, please contact SSD at x2681 to discuss other options. Arrangements for an alternative method of providing the accommodations, such as tape recording the class lectures, can be considered.

**Note-taking assistance should never be used as a substitute for class attendance..



**Los Angeles Valley College
Services for Students with Disabilities**

SSD Memo to Instructor: ASSISTIVE DEVICE: MICROPHONE USE REQUEST

Dear: _____ Date: _____

A student, _____, (SID # _____), enrolled in your

_____, _____, _____
Class Section # Semester/Year

has been determined by SSD to eligible for a disability-based, academic accommodation. This student has a hearing limitation necessitating the use of an assistive device in the classroom. The assistive listening device amplifies sound. A microphone is worn by the speaker/instructor and a headphone set is worn by the student. The student will obtain the device from SSD and bring it to each class session. Please facilitate the provision of this classroom accommodation by wearing the device and returning it to the student after each class. For further information about this accommodation and/or how to use the microphone, you may call the student's SSD Counselor or the SSD Assistive Technology Assistant at extension #2681.

_____, _____, _____
SSD Telephone Date



**LOS ANGELES VALLEY COLLEGE
SERVICES FOR STUDENTS WITH DISABILITIES**



INSTRUCTOR EVALUATION OF INTERPRETING SERVICES

Dear: _____

Date: _____

Please take a moment to give feedback to SSD regarding the interpreter services provided in your class(es). SSD strives to provide high quality accommodations for students. Your input is essential. Thank you for your time and participation. Please fill out one form for each interpreter. (Use the back of this sheet if needed.) If you have questions or concerns about interpreter services, please contact our office at extension 2681.

Interpreter Name: _____ Class: _____ Section #: _____

Instructor Name: _____ Semester: _____

Please circle your answers.

1. Does the interpreter arrive to class on time?

Always Most of the time Sometimes Rarely Never

2. In your opinion, does this interpreter behave professionally?

Always Most of the time Sometimes Rarely Never

Area(s) of concern: _____

3. In general, does the interpreter refrain from having disruptive side conversations with students during class?

Always Most of the time Sometimes Rarely Never

4. Do you feel that your lecture is being conveyed?

Always Most of the time Sometimes Rarely Never

5. Is the interpreter helpful when you have questions about his/her job?

Always Most of the time Sometimes Rarely Never

6. Would you want to work with this interpreter again? Yes No

Why or why not? _____

7. What could we do to provide even better services? _____

**PLEASE FOLD AND STAPLE OR TAPE THIS FORM CLOSED AND PLACE IN THE SSD CAMPUS MAILBOX
ADDRESSED TO:**

**SERVICES FOR STUDENTS WITH DISABILITIES
DAVID GREEN, ASSOCIATE DEAN**

LOS ANGELES VALLEY COLLEGE

SERVICES FOR STUDENTS WITH DISABILITIES

TESTING ACCOMMODATION PROCEDURES

An instructor may arrange to provide testing accommodations him or herself for the student or may request SSD to do so. If you prefer to provide SSD approved testing accommodations yourself, please indicate this preference on the lower portion of the *SSD Classroom & Testing Accommodations* letter to that you received, then sign, detach, and return it to the SSD Office at the beginning of the semester.

To request SSD to provide the testing accommodations for the student, please read and complete this form.

INSTRUCTOR RESPONSIBILITY

Specify Test Conditions

- On the other side of this form you are requested to provide details pertaining to the way your exam is being administered in your classroom. This information will assist SSD to maintain proper test administration procedures, ensure test security, and provide equitable test accommodations in the SSD setting for your student. Should you wish SSD to administer an exam under conditions other than those indicated on this form, or if conditions need to be updated for subsequent exams, please request a new form or attach a detailed description of those conditions to the exam when sending it to us. When administering exams, SSD will use the most recent form on file.

Exams in Alternate Formats

- If the student requires instructional materials, including exams, in an alternate format, such as Braille, Enlarged Print, or Electronic Text, please contact SSD at the beginning of the semester to make arrangements to ensure that your exam(s) can be translated to the requested format by the scheduled testing date(s). The length of time it takes to produce alternate formats of exams can vary based upon the type of format requested and SSD staffing.

Your Exam: Timely Delivery & Secure Return

- To ensure proper security, please use procedures that will allow SSD to account for and track your exam 100% of the time it is out of your possession.
- Arrange to deliver the exam to SSD in a sealed envelope with your signature over the seal.
- It is not recommended that you allow the student to deliver the exam to SSD.
- On the back of this form, check the desired procedure for SSD to return the exam to you.
- When you take possession of the exam, please sign and date the enclosed receipt and return the white copy to the SSD Office in Student Services Annex- Room 175 or to the SSD (DSPS) campus mailbox.

STUDENT RESPONSIBILITY

- The student is responsible for scheduling test accommodations with SSD in a timely manner. Students are required to notify SSD of the need for a test-taking appointment NO LATER than three (3) SSD business days prior to the date of the exam.
- If the student requires an alternate format, the student may be required to give SSD prior notice of a week or more. The amount of time needed to produce alternate formats depends upon the format and SSD staffing. The student must contact the Hi Tech Assistant before or at the beginning of the semester to determine how much prior notice is needed to ensure SSD production of exams in the requested alternate format in time for the test date.
- If a student cannot take the exam on the same day as it is given in the class, the student must obtain written permission from the instructor in order to take it on another date. SSD will not reschedule the date of an exam unless written permission is received or unless direct verbal permission is given by the instructor to SSD.
- The student must follow the LAVC Standards of Student Conduct and the policy on academic integrity.

INSTRUCTOR-PROVIDED TESTING ACCOMMODATION CONTRACT

Dear: _____ Semester/Year: _____

NOTE: AN INSTRUCTOR MAY ARRANGE TO PROVIDE TESTING ACCOMMODATIONS HIM/HERSELF OR REQUEST SSD TO DO SO. TO PROVIDE SSD-APPROVED TEST ACCOMMODATIONS YOURSELF, RATHER THAN USING SSD, PLEASE COMPLETE THIS FORM AND RETURN IT TO SSD AT THE BEGINNING OF THE SEMESTER. NO TESTS MAY BE ADMINISTERED TO THE STUDENT UNTIL YOU HAVE COMPLETED AND RETURNED THIS FORM TO SSD.

Student Name

Student ID #

Instructor Name

Course/Section #

TEST ACCOMMODATION VERIFICATION

This student has provided disability documentation that verifies the need for the following test accommodations:

Extended Time: 1½ times the amount of time the rest of the class is allowed. Other _____
 Reduced Distraction Environment Enlarged Print _____
 Reader or Scribe Service Use of Calculator _____
 Closed Circuit Print Enlarger (CCTV) Spellchecker and/or Dictionary _____
 Test Copied into Alternate Format: _____
 Other: _____

SSD Counselor Signature

Date

Extension #

TO INSTRUCTOR:

Please check your preference for the provision of the required testing accommodation, sign, and return to SSD.

I will provide the approved test accommodations. I have discussed this with the student. I have read the information on this sheet (also available in the SSD Faculty Resource Handbook). I fully understand how to provide the test-taking accommodations required by this student. I understand that this student has been advised by SSD to refuse to take the test if it is not administered under the specified conditions.
 I request SSD to provide the test accommodation.

Instructor Signature

Date

Services for Students with Disabilities
SSD Office hours: MWTh 8am – 4pm; Tuesday 8am – 7pm; & Friday 8am – 2pm
SSD Telephone: (818) 947-2681 or TTY (818) 947-2680

**Received by
SSD:** _____