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Mission Statement

Disabled Student Programs
And Services

Disabled Student Programs and Services is dedicated to providing equal access to educational opportunities for students with verified disabilities. DSPS staff is committed to providing quality support services to ensure that every qualified student is afforded the opportunity to maximize his/her ability to succeed at San Joaquin Delta College.

Commitment To Faculty

This handbook is dedicated to the principle of teamwork and collaboration. DSPS staff believes that instructional faculty and support staff must work together for DSPS to fully implement its mission at San Joaquin Delta College.

Acknowledgements

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San Francisco State University DSPS
Introduction

To Faculty and Support Staff:

This handbook was developed as a reference guide for faculty and support staff when providing educational and support services to students with disabilities. By sharing this information, the job of educating students with disabilities will become easier and more meaningful.

Students come here with a variety of learning needs. The faculty and staff of SJDC deserve considerable praise for their efforts to address these learning needs and adhere to the highest standards of academic excellence.

You are to be especially commended for efforts in providing students with disabilities the knowledge and skills they will need to compete and succeed in the future. The academic accommodations you provide these students with physical, visual, hearing, learning, psychological and/or developmental disabilities are crucial to their success.

We want to express our thanks to faculty and support staff for all the things you do every day to accommodate and assist students.
Legal Rights for Students with Disabilities

Federal and State laws, particularly Section 504 of the Rehabilitation Act of 1973 and the Americans With Disabilities Act, protect the rights of students with disabilities to enjoy full participation in all programs and services provided through the community college system. Section 504 of the Rehabilitation Act of 1973 states in part that:

“No otherwise qualified person with a disability in the United States…shall, solely by reasons of…disability, be denied the benefits of, be excluded from participation in, or be subjected to discrimination under any program or activity receiving Federal financial assistance.”

“(An institution)...shall make such modifications to its academic requirements as are necessary to ensure that such requirements do not discriminate or have the effect of discrimination, on the basis of disability, against a qualified applicant or student with a disability...Modifications may include changes in the length time permitted for completion of a degree requirements, substitution of specific courses required for the completion of degree requirements, and adaptation of the manner in which specific courses are conducted.”

A "person with a disability" includes "any person who (1) has a physical or mental impairment which substantially limits one or more of such person's major life activities; (2) has a record of such impairment; or (3) is regarded as having such an impairment."

Disabilities may include but are not limited to such conditions as: Blindness or visual impairments; deafness or hearing impairments; orthopedic impairments; chronic illnesses; psychiatric conditions; specific learning disabilities; developmental disabilities; seizure disorders; speech disorders and acquired brain injuries.

Title II of The Americans with Disability Act upholds and extends the standards for compliance set forth in Section 504 of the Rehabilitation Act of 1973 to all policies, procedures and practices that impact on the treatment of students with disabilities at the community college.

The community college as an institution, its faculty and staff, must not discriminate in the recruitment, admission or treatment of students. Students with documented disabilities may request, in a timely fashion,
reasonable academic accommodations or auxiliary aids which will enable them to participate in and benefit from all post secondary educational programs and activities. Post secondary institutions must make sure that their academic programs are accessible to the greatest extent possible by all students with disabilities.

The laws requiring the community college to provide academic accommodations to students with disabilities are not intended to provide an unfair advantage to the student but rather to "even the educational playing field" by allowing them to participate as fully as possible in all educational programs and fairly demonstrate their knowledge of required subject matter.

**Disabled Student Programs and Services (DSPS)**

The Disabled Student Programs and Services department (DSPS) was developed to provide and coordinate counseling assistance, support services and academic accommodations to students with disabilities who are eligible for services. **DSPS also serves the needs of faculty by acting as liaison between students with disabilities and faculty, as well as providing guidance and information to faculty for any educationally related questions that may arise concerning students with disabilities. If questions should arise when working with a student with a disability please contact DSPS for assistance. (ext. 5330)**

The majority of students who request academic accommodations are receiving services through DSPS, but since participation in DSPS is voluntary, not all students with disabilities will choose to go through DSPS. Information DSPS may possess concerning the specific diagnosis of a student's disability is confidential in nature and cannot be disclosed without the consent of the student. Information is shared on a "need to know" basis; this may include functional and academic limitations, but not diagnosis.

For a student to receive services through DSPS, they must meet with a DSPS counselor who will review any necessary documentation concerning the student's disability. The counselor, with input from the student, will use his/her professional judgment when recommending any academic accommodation, bearing in mind that the accommodation must be reasonable, made in a timely manner and related to an educational limitation.
Student Requesting Academic Accommodations Directly From The Instructor

If a student requests an academic accommodation directly, you may refer him/her to DSPS for assistance. However, the student is not required to utilize the assistance of DSPS. The student has the option of working directly with the instructor. If this is the case, the instructor who is asked to provide the academic accommodation by a student with a disability is encouraged to consult with a DSPS counselor regarding the procedure to follow for meeting the student's needs. The most common type of academic accommodation in this situation will probably involve "accommodated" testing. The type or form of the accommodated testing will depend on the nature of the disability and consequent educational limitations. For example, if the student is blind h/she may require a taped version of the test and a scribe to mark the answers on the scantron form. Extended test time also may be required by the student with a visual impairment, as it may for a student with a specific learning disability who has a visual processing deficit. If the student requires testing accommodations and takes the test in the classroom or instructor's office, the student must be afforded the use of all appropriate accommodations. Accommodated testing is explained further on page #15 in the Services Provided Through DSPS section of this document.

The following is a general outline of the procedure that should be followed when the student requests academic accommodations directly from the instructor:

1. It is the responsibility of the student to identify himself/herself to the faculty member and request the academic accommodation. The student need not provide specific information about their disability.

2. The student must have a disability documented by an appropriate professional.

3. The academic accommodation requested must be directly related to an educational limitation that is the result of the disability or reasonably related there to.
4. The request must be made in a timely manner to allow the instructor a reasonable length of time to implement the accommodations request and make necessary arrangements.

5. The academic accommodation requested must be reasonable in nature. The requested accommodation must not substantially alter an essential element or the fundamental nature of the course or program.

6. The instructor must respond to a request for an academic accommodation with all due speed; time is of the essence.

7. If there is a disagreement between the instructor and the student concerning the requested academic accommodation, a DSPS counselor should be contacted as soon as possible to discuss the matter. If a satisfactory solution is not reached, an appointment should be made with the Director of DSPS, as soon as possible to review the situation and take any further procedural steps.

Responsibilities of Students

1. The student must identify him/herself to DSPS or the instructor, in a timely manner, if academic accommodations are requested.

2. The student must provide documentation of the disability from an appropriate professional. A DSPS counselor may then help to determine the student's educational limitations, which will become the basis for any recommended accommodations.

3. The student must make arrangements for the appropriate academic accommodations, each semester, for classes in which the student is enrolled.

4. The student must follow policies and procedures established by DSPS for services received.

5. The student must adhere to the same academic, attendance and behavior standards required for all students.
Instructio\textcolor{red}{n}al Considerations-Interacting with Students

It is important for instructors to remember that students with disabilities desire to be treated with the same respect and in the same fashion as non-disabled students. DSPS encourages students to discuss their needs with their instructors, but this is not always done. If you have questions about whether or not a student needs special assistance and/or accommodation you may, in a private setting and tactful manner, ask the student whether they will need any special assistance. The student is the "expert" when it comes to his/her individual needs.

An ideal way to encourage students with disabilities to discuss needed accommodations is to include the following \textcolor{red}{statement on the course syllabus and repeat it during the first class meetings:}

"If you need academic accommodations because of a disability, if you have emergency medical information to share with me, or if you need special assistance in the event the building must be evacuated, please make an appointment to discuss your needs or e-mail me at..."

Accommodations for a disability are not intended to alter the fundamental nature of a course or program. A student with a disability must be able to comprehend the course material and communicate this to the instructor in one form or another. Accommodations merely give the student the opportunity to achieve this outcome. If the instructor has questions concerning the nature of accommodations provided to a student he/she may contact a DSPS counselor for clarification. The DSPS counselor may have access to confidential information upon which the recommended accommodations are based and is available to assist the instructor with questions he/she may have in order to insure the integrity of the course is being preserved and that the student's appropriate needs are being met.

Some students prefer to make their own arrangements for accommodations directly from the instructor. These students should provide the necessary documentation to substantiate their need for the accommodation. In general, however, it is most effective for the student to work with DSPS. If a student requests an instructor to provide academic accommodations based
a disability and there is no appropriate documentation provided, it is important the instructor assist the student in contacting DSPS. If the student's disability is visible (i.e. the student uses a wheelchair, wears hearing aids, uses a service dog or is missing an arm, etc.) and the requested accommodation is obviously appropriate, the instructor should provide the accommodation while liaison with DSPS is being established.

It should also be noted that some disabilities such as, specific learning disabilities or acquired brain injury are not readily observable. These "hidden" disabilities are, none the less, valid and substantial disabilities and any request for academic accommodation should be treated seriously. It is appropriate to speak to a student with a disability about available academic accommodations, if done in a respectful manner, but it is not appropriate to treat a person with a disability with any less respect or consideration than you would a non-disabled student.

Confidentiality is an extremely important issue when interacting with any student. Students with disabilities may be very guarded in the information they want to share. It is important to respect a student's right to exercise personal discretion in the disclosure of individual disabilities.

It is important the instructor not prejudge the student’s abilities or possible behavior issues based upon the existence of a disabling condition. Reference actual behavior(s) and/or facts when they occur.

Several other instructional considerations are worth noting.

Printed Materials: When choosing a textbook for a class it is helpful to do so at the earliest possible time, as some students will require the text to be placed in an alternate format or ordered from Recordings for the Blind and Dyslexic (RFB&D). Some students may require the text to be on tape or in an enlarged format and this requires time to accomplish. Syllabi, class handouts, and overheads, etc., should be made available to the student in a timely manner in the event they are needed in an alternate format. Also, these materials should be made available to DSPS in a timely manner and in electronic text format whenever possible.

Field Trips: Consideration for students with certain disabilities, especially those who have physical disabilities and use wheelchairs, should be given when planning class field trips. When arranging a field trip please consider:

1. Whether the mode of transportation is accessible to the student.
2. Whether the location of the field trip is accessible.

Special arrangements for field trips may have to be considered if either the transportation to or the location of the field trip is not accessible. Contact DSPS in advance for assistance if this situation should arise.

**Tests:** It is important to remember that the purpose of an examination is to test the student's mastery of the subject matter and content of a course, not his/her ability to use a specific type of answer sheet. Unless speed or physical ability is an essential element of the course, such as in a keyboarding class, the most important part of taking a test should be mastery of subject matter. Test accommodations are designed to allow the student to demonstrate his/her knowledge of course content, regardless of his/her ability to physically write an essay or mark a scantron form.

If the student has arranged to take his/her test in the DSPS office, please **provide DSPS with the test at least 3 days in advance.** This will allow DSPS staff time to reproduce the test in an alternate format if this is required. (Please refer to page #15 for more detailed information concerning accommodated testing).

**Note Takers:** Some students with disabilities may need the assistance of a note taker in class. DSPS encourages the student to obtain a volunteer note taker from the class. The student will provide the instructor with a **note taker form** (see Appendix) that will ask you to assist in this process by making an announcement regarding the need for someone to take notes for a student in the class or by identifying a student in the class you know to be a satisfactory note taker. DSPS can supply two-part NCR paper to the student, which allows two copies of the notes to be made at once. Occasionally, the level of note taking services required is such that a paid note taker will be assigned to accompany the student to class.

**Other tips and suggestions for interacting with students; in and out of the classroom:**

There are no strict rules when it comes to interacting with students with disabilities, however here are some helpful suggestions.

- Whenever possible attempt to include the student with a disability in classroom activities.
- Be patient with the student and considerate of the extra time it might take for students with certain types of disabilities, such as speech
impairment, hearing impairment or a physical disability, to get things said or done.

- Do not talk for the person who has difficulty speaking and do not consider a companion to be a conversation go between. Even if the student has an interpreter present, speak directly to the student, not the interpreter.
- Listen carefully and ask people with speech impairments to repeat what they have said if you did not understand them the first time.
- Keep in mind that a variety of disabling conditions require that medications be taken. These medications may have varying degrees of side effects, some of which can alter the student's ability to process information or remain fully alert and focused in the classroom.
- The student is encouraged to notify the instructor of any special needs they may have in the event of an emergency or evacuation of the classroom. If you are concerned about such emergency procedures, please consult with the student and/or DSPS staff.
- Refer to the person's disability only if it is relevant to the conversation.
- Ask a person with a disability if they need help before helping and abide by their answer.
- Refer to the person first and then the disability. For example, saying "a man who is blind" is more appropriate than the "blind man" because this emphasizes the person first rather than the condition.
- Avoid negative descriptions of a person's disability. For example, "a person who uses a wheelchair is more appropriate than "a person confined to a wheelchair.
- Students with disabilities, like all of us, have a full range of abilities. Try to focus on the person's abilities; what they can do rather than on what they cannot.
- Respond to students with disabilities with the same respect and consideration as given to all other students.
- If you have questions while working with students with disabilities please contact DSPS. We are here to provide all students with the finest educational opportunities and most effective services possible to ensure their success.
Support Services Available Through DSPS

DSPS works in partnership with instructors and students with disabilities to ensure that reasonable academic accommodations are provided in an efficient and timely manner. DSPS assists in the provision of support services to many students with a wide range of disabilities who enroll in instructional programs. Some of these students will be known to DSPS staff and some will not; some will need special support services and some will do fine on their own. Many of the students served through DSPS have "hidden" disabilities and are not easily identifiable in the classroom. We encourage students to talk with the instructor, however identification remains the students right and responsibility. In the event a student does need some assistance, however, or in case you do, the following is a listing of some of the services provided through DSPS.

Testing Accommodations
Students with visual, orthopedic or other "hidden disabilities" may not be able to take examinations in the conventional manner. This is especially true with timed exams. When students have special testing needs, DSPS staff is available to assist in developing and overseeing the testing procedures that are tailored to the student's needs, while maintaining the integrity of the test instrument. If the student is working through DSPS, they have met with a DSPS counselor, who, with the student's input, has recommended an appropriate test accommodation. The student will be given test accommodations paperwork signed by the DSPS counselor with directions that they will give to the instructor. They will also provide the instructor with a testing information form. The instructor should fill out this form and send it along with the test to the DSPS office prior to the time the exam is to be administered. (Both of these forms are contained in the appendix.)

If the student's test accommodation includes extended time for the exam, the student will most often take the exam at the same time as the class, in the DSPS offices, provided the student's class schedule permits. If some other scheduling arrangement must be made the instructor will be notified. DSPS staff will work with the instructor and the student to make the accommodated testing service as convenient and fair as is possible.

Because alternate formatting of the testing materials is often necessary, we ask that the test either be delivered to our office or picked up by our staff at the earliest possible time. At least three days prior to
testing is desirable. If the information or test is available on computer diskette or in e-text format please deliver it to the DSPS office accordingly. This will be very helpful and facilitate any alternate formatting requirements. Please provide the student with the dates of exams as well as the format (essay or multiple choice) in your syllabus as this will allow the student to properly schedule the test with the DSPS office ahead of time.

Confidentiality, security, proctor and test integrity are given highest priority by DSPS staff. All tests are kept under lock and key until administered.

**Note Taker and Aide Services**

Students with visual disabilities, orthopedic limitations, certain specific learning disabilities and other "hidden disabilities" which affect writing speed and/or ability may need the services of a note taker or make use of a tape recorder in the classroom. (If the use of a tape recorder in class by a student with disabilities presents a problem contact DSPS and special tape recorded lecture agreement can be provided). We encourage the student to request a volunteer note taker from the class. The student will provide you with a note taker form (see appendix) that will request the instructor to assist in this process by making an announcement regarding the need for someone to take notes for a student in the class or by identifying a student in the class you know to be a satisfactory note taker. Occasionally, the level of service required is such that a paid note taker will be assigned to accompany the student to class.

Students with visual or physical impairments may require the assistance of a classroom aide to perform certain physical tasks. Aides are most frequently needed in lab situations to assist students with the actual physical manipulation of lab equipment and materials

**Interpreter Services**

Students who are deaf/hard of hearing are assigned a note taker and ASL interpreters or a Real Time Captioner (RTC). In most cases students needing this service are assigned interpreter support prior to the first week of school and instructors are most often notified before classes begin. (Reminder-When speaking with a deaf/hard of hearing student in class, please address and deal with the student directly, not with the interpreter or note taker).
Adaptive Equipment
Frequently, students require the use of special equipment in class, to take tests or complete assignments. DSPS makes available or loans various devices to students including: tape recorders, talking calculators, computers in the DSPS office and High Tech lab, magnification devices, wheelchairs, electric scooters, book carriers, special chairs, tables and many other devices intended to make classroom activities and course material more accessible. Other technological equipment, including computers and special computer hardware and software, is available in the Cunningham High Tech/Adaptive computer lab and in the Goleman Library for use by students who have been properly trained. Adapted computer classes are also available.

Emergency Procedures Assistance
Students with severe physical limitations may require assistance during emergency evacuations. These students have been advised by our office to make their instructor(s) aware of any special evacuation needs. (See Safety Alert Notice in the appendix). If you are in doubt about how to assist a particular student during an emergency evacuation, the best thing to do is to ask him/her directly. If you need assistance with this, please contact DSPS at ext. 5330. (Note: In most emergencies disabled students need not be moved to ground level but only to the safest point on the same level in an exterior walkway or balcony).

Faculty Liaison
One of the most important functions for DSPS is to be available to work through any special problems, which may arise when providing educational services to students with disabilities. We are here to assist the instructor to make classroom or lab presentations more accessible to the student who needs academic accommodations.

Specialized Counseling
DSPS counselors provide students with academic, career and limited personal counseling. Special attention is given to the unique needs and concerns of students with disabilities.

Mobility/Orientation Services
Students who are physically limited or have visual impairments and require assistance to move about the campus in a responsible, timely and safe manner, can request mobility assistance. This includes campus orientation, the temporary use of a wheelchair or electric scooter and/or an elevator key.
Assisting Students With Specific Disabilities
In The Classroom

Disability Types-Classroom Suggestions-Accommodations
The following is an examination of the major categories of disabilities encountered in the educational setting and is intended to provide the instructor with suggestions and information for providing a more meaningful and effective educational experience for students with disabilities.

Students With Visual Impairments

Title V of the California Code of Regulations defines Visual Impairment as the: Total or Partial loss of sight.

Only a small proportion of people with visual impairments are totally blind. Most are considered "legally blind" with some residual visual abilities. Even with correction, a legally blind person sees 20/200 in the best eye or has a visual field restricted to 10 or fewer degrees.

The major challenge facing the visually impaired student is the overwhelming mass of printed material with which they are confronted - text books, class outlines, syllabi, class schedules, newspapers, tests, etc. The increasing use of films, videotapes and overhead projectors adds to the volume of visual material they must access in some other form.

Blind Students:
By the time totally blind students reach college (unless newly blinded) they have probably developed various methods for dealing with the volume of visual materials. Blind students may use a combination of methods including readers, brailled books (if they are braille literate), audio tape recorded books and lectures. Students may use raised line drawings of diagrams, graphs, charts and illustrations, relief maps, three dimensional models of physical organs, shapes, microscopic organisms, etc. Modern technology has made available other aides for the blind including, talking calculators, speech-time compressors, braille computer terminals, braille printers, reading/scanning machines and screen reading computer programs.

Students who have been blind since birth, or shortly after, have no visual memories. Their concepts of objects, space and distance may be different
from those who became blind later in life. Mobility skills of individuals may vary also, depending upon the age of onset of the visual impairment and the extent of mobility training and mobility talent. Some students who are blind will use braille with competence, but many are not braille literate. Most students who have visual impairments acquire much of their information through listening and some make excellent use of keyboarding skills.

**Limited Vision Students:**
Difficulties experienced by many individuals with limited vision may include: recurring eye strain while reading, inability to read standardized print, double or blurred vision, inability to read poor quality print (all handouts should be of good quality and in dark print), sensitivity to bright light or different light spectrums.

Students with limited or partial vision may use large print books, Closed Circuit TV Magnifiers, enlargements of other printed material, books on tape and computer text enlargement programs. These students often benefit from sitting in the front row to be closer to the instructor and the board.

**Assignments:**
Much of the technology available for students with visual limitations requires an extended learning curve to acquire usable skills and a great deal of time and effort to access information in the educational setting. In most cases it will take a visually impaired student much longer to complete classroom/testing activities and homework assignments than the sighted student. Please try to avoid making last minute, previously unannounced homework assignments.

**Interacting with the visually impaired student:**
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 the room alone with the student try to remember to explain what you are doing. Tell the student when someone comes into the room or when you leave. It is not impolite to ask whether the student needs assistance but follow their wishes.

A blind student may use a Guide Dog. These dogs have been thoroughly trained to help the blind student avoid obstacles. The dog is trained to keep out of the way and remain quiet. These are working dogs and should not be treated as cute pets. **They should not be petted** while performing service to their master. It is also important to remember that you should **always**
address the blind person first before making any reference to their Guide Dog.

Classroom Tips:
When using visual aides in class or speaking about something you have written on the board, **be as descriptive as possible**. During a lecture using words such as "this one" or "that one", or pointing to your body and saying "this is where the heart is" can be confusing. It is helpful to the student if you describe what you mean by "this" or "that," or explain where the heart is in relation to other parts of the body.

Consider making copies of overhead materials or diagrams so the student can later ask an assistant to describe the information in detail to better understand the material. The student will often make use of a note taker and/or a tape recorder in class, and may also have the assistance of an aide, especially in lab classes.

When relocation of a class is necessary, a note on the blackboard or door is not adequate. It would be helpful to have a sighted person wait to inform the visually impaired student of the classroom change.

**Academic Accommodations used by students with visual impairments may include:**
- Extended Time for testing
- Taped tests
- Reader for the test
- Brailled tests
- Enlargement of the test
- The use of a scribe to mark answers on the scantron form
- Computers for essay questions or oral answers written down by a scribe
- CCTV and other magnification equipment
- Note takers and/or aides in class and lab
- Tape recorded lectures
- Books on tape, computer scanners
- Readers of texts, handouts, homework assignments
- Homework aides/readers
- Raised line drawings
- Use of adapted computer software/hardware
- Screen reader and text enlargement computer software
- Scheduling classes to available public transportation or rides
Students with Hearing Impairments

Title V of the California Code of Regulations lists Hearing Impairments under the heading of Communication Disability. Hearing impairment is defined as: "A total or partial loss of hearing function, which impedes the communication process essential to language, educational, social and/or cultural interactions".

There are three terms that we have all heard and sometimes confuse. The generic term Hearing Impairment is a word used to describe all types of hearing deficits, ranging from a mild loss of hearing to profound deafness. The term Hard of Hearing describes a condition where hearing is compromised to varying degrees and often a hearing aid can enhance the person’s understanding of speech. Deaf/Deafness is a condition in which perceivable sounds are effectively inaudible and have no meaning for ordinary life purposes. If hearing aids are used they may enhance awareness of vibrations but not common speech.

Some factors that will determine the mode of communication utilized by the hearing impaired student include; degree of hearing loss, and the nature of prior education the student has received. Some students are skilled speech-readers and some have good oral skills. Many deaf students will communicate through American Sign Language (ASL). DSPS provides ASL interpreters for these students for classroom activities and communication. Note takers are often provided for the student in class. Hearing Impaired students who do not use ASL may utilize a Real Time Captioner (RTC) in class to provide them with a transcript of the classroom lecture.

Hearing Impaired students vary in their competence in the English language. If one is born without hearing, or loses usable hearing prior to learning an oral language, there is no opportunity to acquire language as others do. For many deaf people, English is a second language and is actually taught as a second language. Remember that many deaf students are dealing with two different languages, English and ASL. These languages are not based on the same grammatical structure. When working with Hearing Impaired students, it is important to be aware that they may need extra assistance to improve their written English language skills.
Some hearing impaired students have excellent English language skills. People who lose their hearing after oral language acquisition have less difficulty in mastering English than those who lose their hearing at an earlier developmental stage. It is important to understand that language skills will vary and that evaluation of knowledge acquisition must be somewhat individualized. One cannot always equate perceived language proficiency with intelligence.

Academic Accommodations and Communication Considerations for Students with Hearing Impairments

Interpreters:
In general, the interpreter and the deaf student will sit near the front of the class. The interpreter faces the student and the student faces the instructor. Remember, you and the class are communicating with the hearing impaired student, not with the interpreter. When the interpreter verbalizes for the student, what you hear are the ideas and feelings of the student. Speak directly with the student and treat him/her as an equal member of the class. The interpreter is a conduit for processing communication between the deaf student and the class. There is no reason for a deaf student not to participate in class discussion and you should encourage such participation. Remember that heated discussion with many people speaking at once is impossible to accurately translate and is also confusing for students who read lips. Interpreters are not to become involved in classroom discussions, express feelings, opinions or judgements. They are not responsible for the students learning or behavior. There is some lag time in interpreting. Remember that the interpreter must translate your comments and questions into American Sign Language for the student and then translate the student's answers into English.

Classroom Lectures:
If you face the board while talking, students who speech-read will lose track of what you are saying, so try to face the class when lecturing. It is very difficult to change this habit but the hearing impaired student will appreciate your efforts. Try to avoid walking back and forth. It makes it more difficult for students who read lips to understand what you are saying. Try to avoid using terms like this and that while referring to visual aids and items on the board. The deaf student cannot watch the board and the interpreter simultaneously. Speak at normal volume and normal pace. Remember that communication based largely on visual concentration (speech-reading or interpretation) is very demanding. If the student glances away momentarily, she misses parts of the lecture or discussion. Since intense visual concentration is physically taxing, and since the same high
degree of concentration is demanded of the interpreter, it is very helpful to allow a break every hour.

**Note Takers:**
Because of the constant visual attention required for speech-reading or interpreting hearing impaired, students will also use note takers during the class. If the student does not use an ASL interpreter a Real Time Captioner, who makes a transcript of the lecture, may be used instead.

**Testing:**
Testing situations generally need not be modified for hearing impaired students unless instructions and/or questions are presented orally and interpreter and/or speech-reading accommodations are not sufficient. (Try to avoid using oral questions on tests).

**Assistive Listening Devices:**
These devices, also known as "F.M." systems are small devices used for amplifying sound to the student through a small microphone and transmitter which is worn by the instructor and a receiver worn by the student. This blocks out background noise in the classroom making it easier for the student to hear what the instructor is saying. It amplifies sound only for the student using the device not for others in the classroom.

Telephonic Devices for the Deaf (TDD) are available in DSPS for contacting Deaf students by phone who also have a TDD. Contact DSPS for assistance if the student needs to be reached by phone.

Please be aware of the difficulties the student may have watching films and/or videos in class. It is difficult to focus on an interpreter and watch the film at the same time. **Try to use films that are Closed Captioned** or notify the student ahead of time that a film will be shown to allow time for DSPS to view the film and make a transcript of it for the student's use.

Also, faculty members should not hesitate to write notes when it is necessary to communicate with the student. Remember to keep notes simple and direct.

**Students with Physical/Orthopedic Disabilities**

Physical disability includes mobility, orthopedic or other health impairment. Mobility and orthopedic impairment involves a serious limitation in locomotion or motor function and other health impairment means a serious dysfunction of a body part or system.
Mobility impairments may necessitate the use of wheelchairs, scooters, crutches, braces, walkers or canes to move about; however not all students with mobility impairments require mobility aids. Some students who use wheelchairs are not able to walk at all while others are able to walk but use them to conserve their energy because walking is so strenuous for them. A major issue for those who have mobility impairments is physical accessibility to campus facilities. On balance, campus facilities must be physically accessible to all students and most are. If it seems that a student may have to miss a special meeting, conference or other such event with you because the location is inaccessible, please consider moving the meeting place to another, accessible location.

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

Students with mobility difficulties may require extra time to get to class and may, from time to time, have difficulties with the elevators on campus as they break down on occasion. DSPS counselors work with students to stagger a student's schedule to avoid time conflicts, but problems can still arise. Please take these conditions into consideration when dealing with a student who is occasionally tardy. Some students are susceptible to physical problems that can require that he/she be absent from classes for treatment. If this occurs understanding is appreciated. The student is still bound by the college absences policy and is responsible for either notifying the instructor or DSPS staff. DSPS staff will then notify the instructor.

Remember to take into consideration the accessibility of any field trip location. DSPS and the student will assist the instructor with any questions that may arise. Classes taught in laboratory settings or equipment used in classes may require modification for the student to participate. Should accessibility issues arise DSPS is available to assist with these modifications.

Some students with physical impairments may not be able to participate fully in a lab class without the assistance of a lab aide. The student can give all instructions to an aide concerning a experiment or project; this can include which chemical to add or what type of test tube to use, etc.. The
student will learn everything except the physical manipulation of the equipment.

A wheelchair is part of a person's body space. Do not lean on or push it without permission. When talking with a student in a wheelchair for more than a few minutes, if possible, sit or kneel down to place yourself at their height. It will be easier physically on both of you.

Some students with physical/orthopedic disabilities who use wheelchairs may also use Services Dogs. These dogs are highly trained to assist the person certain physical tasks. The master and his/her dog should be treated with the same consideration as the blind student and his/her guide dog.

Students with certain physical/orthopedic impairments may have difficulty writing and often make use of tape recorders, note takers and aides in class.

Remember, if you have concerns about the student's safety in the event of an emergency evacuation please speak with the student about this.

**Academic Accommodations for Students with Physical/Orthopedic Disabilities may include:**
- Tape recording of lectures
- Note takers/ lab aides
- Adapted computers
- Extended time on tests
- Test scribes/or proctors
- Tape recorded test answers with transcription
- Use of computers on tests
- Scantron Alternatives for tests
- Mobility assistance
- Scheduling of classes to available public transportation
- Staggering schedule to allow rest between classes

**Students with Psychological Disabilities**

Title 5 of the California Code of Regulations describes psychological disability as a persistent psychological or psychiatric disorder, or emotional or mental illness. A psychological disability must be verified by an appropriately licensed or certified professional (licensed psychologist or psychiatrist).
Students with psychological disabilities, similar to students with physical disabilities may have a biological/biochemical cause for their condition; in this case a chemical imbalance or organic dysfunction in the brain. The treatment of these conditions has advanced radically in the last 20 years. With the use of many new and effective medications the symptoms associated with psychological conditions can be reduced and controlled. While many of these students are stable and show no symptoms, others may have fluctuations in behavior and performance. Some may experience medication side effects or may develop difficulties due to cyclical changes in their brain chemistry. It is especially important with these students that the instructor avoid prejudgment of their behavior or actions. Hold them accountable only actual behaviors or actions.

As in the case of students with other "hidden" disabilities, students with psychological disabilities are hesitant to disclose their disability and are frequently very protective of their privacy. They often go to great lengths to hide their condition because of the stigma associated with disclosure. Be very conscious of the student's personal privacy when such is the case.

Some of the more common types of Psychological Disabilities encountered at SJDC include:

- **Bipolar Disorder;** This condition is marked by cycles of depression or exaggerated sense of well being.

- **Schizophrenia;** This condition involves a group of related conditions that may cause disordered thinking and perceptions.

- **Depression;** This condition may also occur as a chemical imbalance in the brain. Often learning is affected by difficulties in short-term memory, cognitive processing speed, socializing and may be accompanied by absences from class.

- **Anxiety Disorders;** These are mild to severe panic attacks which can be situational, acute or chronic. The attacks affect heart rate, breathing and produce chemical reactions involving extreme fear.

Most students with psychological disabilities are not disruptive nor do they present behavior problems on campus. Usually, students with this disability who self-identify with DSPS, have been in therapy or are receiving medical treatment. Returning to school may be a carefully monitored part of their therapy. With DSPS and the instructor's support,
the educational experience can be a positive step on the road to reaching realistic academic and career goals.

Statistically, disruptive behavior occurs less in this population than in the regular population. If a student with a psychological disability is disruptive, this behavior should be documented and addressed in the manner provided for all students in the college's rules and regulations, and the Student Code of Conduct. Realize that these students can assume full responsibility for their thoughts, feelings and actions, but are helped when the instructor displays empathy and provides a classroom environment that is inclusive.

In your discussions with the student, do not attempt to diagnose or treat the student's psychological condition. Focus your comments on the student's performance and behavior in the class as well as on any educational needs you observe. It is not necessary to know the exact label of the psychological disability.

If you sense that discussion would not be effective or if the student approaches you for therapeutic help, refer the student to a DSPS counselor or the general counseling department. DSPS does not provide psychotherapy; however, the DSPS counselor may provide an opportunity for the student to express his/her feelings and/or problem solve. DSPS may also make referrals to other campus or community services.

**Academic Accommodations for Students with Psychological Disabilities may include:**
- Extended time on tests
- Distraction free environment during tests
- Note takers
- Tape recorder
- Breaks during tests or stressful situations
- Light or staggered academic load
- Liaison with instructors and community agencies

**Students with Learning Disabilities (LD)**

**Learning Disabilities Program (LD)**
The LD program employs Learning Disability Specialists who provide various services to students with specific learning disabilities. The program provides LD assessment, evaluation and specialized support classes that supplement regular college courses. The specialized classes include
Modality training, Core Program, College Awareness, Cognitive Retraining classes and special tutoring. The LD program is located in the Holt Building, Room 244, ext. 5259.

Learning disability has come to be the general term for a variety of specific cognitive processing disabilities including; dyslexia, dysgraphia, dyscalculia, visual processing deficits and auditory processing deficits.

Title V of the California Code of Regulations which apply to California Community Colleges defines learning disability as follows:

Learning Disability in California Community College students is a persistent condition of presumed neurological dysfunction, which may also exist with other disabling conditions. Students with Learning Disabilities as a heterogeneous group have these common attributes:

a. average to above average intellectual ability;

b. severe processing deficit;

c. severe discrepancies between aptitude and achievement, usually determined through psycho-educational testing;

d. measured achievement in an instructional or employment setting.

Instructors should keep in mind that the needs of a student with a learning disability center around information processing. Students with learning disabilities have trouble taking information in through the senses and bringing that information to the brain. The information often gets "scrambled". These students may have difficulty with discrimination of information (perceiving differences in two like sounds, symbols or objects). In addition, the brain often does not do a good job of storing the information resulting in reduced memory and comprehension. Thus, it is important that students with LD receive and transmit information in a form or modality that works best for them.

The Learning Disabilities program, located in Holt 244, has LD specialists who are available to work with students on compensatory learning strategies. They offer classes especially designed to support LD students with practical learning skills they need to help them succeed in their regular classes. DSPS works with LD specialists to provide academic accommodations to these students based on specific cognitive deficits.

LD students may have difficulty with reading, writing and/or listening. Oral language, math skills, study skills and social skills may also be affected. Some or all of these functions may be affected, so it is important that the student who has or believes she has a learning disability contact
DSPS or the LD program before significant educational difficulties arise. Please refer to the appendix for more detailed information developed by the LD specialists concerning the characteristics and difficulties LD students have in the educational setting as well as suggestions for learning and teaching strategies which can help LD students, and all students, to succeed in the classroom.

Academic Accommodations for Students with a Specific Learning Disability may include:
- Tape recording of lectures
- Note takers
- Taped books and scanned reading materials
- Extended time on tests
- Taped tests
- Use of computer to write exams
- Adaptive computer software/hardware
- Kurzweil 3000 Scanner and screen reader

Under certain circumstances course substitutions may be requested.

**Students with Acquired Brain Injury (ABI)**

It is estimated that 50,000 people per year suffer a head injury severe enough to keep them from returning to their pre-injury level of functioning. College age students are in a high-risk age group for this type of injury; two-thirds of all injury cases occur among persons aged 15-24.

Some students with acquired brain injury have mobility problems that will require physical accommodations. Some will have forms of visual and/or speech impairment. Many will not have physical signs of their trauma, so their disability will not be readily apparent and they may be reluctant to reveal their condition. Many of these individuals have been through extensive rehabilitation; they are proud of the progress they have made and want be self-sufficient. At the same time, they often are painfully aware that they do not learn as easily as they did before their injury and this can cause great frustration.

Among the cognitive deficits persons with acquired head injuries may experience are difficulties with concentration, short-term memory, problem solving, abstract reasoning and interpersonal/social skills. Typically, the most problematic educational deficit stems from the loss of ones short-term memory abilities. The instructor may find that such students do well on test items that require them to recognize answers, i.e., multiple choice/matching
type questions, but have difficulties with tests requiring total recall, such as essay and fill in the blanks.

Acquired brain injury means a deficit in brain functioning. The condition is not progressive. It is objectively verifiable and results in a total or partial loss of one or more of the following: cognitive; communication; motor; psycho-social and perceptual abilities. Because some loss of cognitive functioning is common with these students, academic accommodations provided are similar to those provided to students with LD.

Academic Accommodations for Students with an Acquired Brain Injury may include:
Extended time on tests
Books on tape
Note takers
Tape recorded lectures
Cognitive-retraining support classes

Students with Seizure Disorder (Epilepsy)

Most seizure disorders stem from a brain disorder commonly known as Epilepsy, in which there are abnormal electrical discharges in the brain that cause temporary loss of control over certain body functions. This condition affects more than 2,000,000 Americans.

Ignorance and myths about seizure disorders often cause more problems for the person with the condition than the condition itself. Today 80% of people with a seizure condition have their symptoms totally or partially controlled through medication. This enables the vast majority of persons to lead active, self-supporting lives.

There are three main types of seizures; grand mal, petit mal and partial.

- Grand mal seizures are characterized by loss of consciousness, stiffening or shaking of the body, jerking of the limbs and irregular breathing. These episodes will normally only last a few minutes and the student normally suffers no injury unless a fall results.

- Petit mal seizures can take the form of having a "blank spell", losing awareness, twitching staring and blinking. These symptoms usually
are of short duration. This is sometimes mistaken for day-dreaming or inattentiveness.

- Partial seizures may involve confusion accompanied by aimless movements (pacing, hand-rubbing and irritability). This may occasionally be mistaken for alcohol or drug abuse.

Most students with epilepsy require no special accommodations. If a student has active seizures he/she is encouraged to let their instructor know any special precautions or procedures that may be required in the event of a seizure. (Please refer to the appendix for information concerning first aid for epileptic seizure).

Academic Accommodations
The need for academic accommodations typically arises secondary to the use of medications for the control of seizures. Side effects due to medications, such as, drowsiness, slowed response time, shortened attention span or lack of focus may occur. If a student has frequent small seizures a note taker can be used to make sure the student does not miss lecture information. Extended time on tests may also be needed.

Students with Speech Impairments:
Impairments may range from problems with articulation or voice strength to being totally non-vocal. They include stuttering (repetition, blocks and/or prolongations occasionally accompanied by distorted movements and facial expressions), chronic hoarsness (dysphonia), difficulty in evoking an appropriate word or term (nominal aphasia), and esophageal speech (resulting from a laryngectomy). Speech impairments may be the result of various medical conditions. In some cases, such as cerebral palsy, there may be other physical systems affected causing difficulty in writing, mobility, etc.

Most students with speech impairments can communicate in one form or another and should be included in class activities and discussions. Students with speech impairments communicate in various ways. The student may use a synthetic speech device, a head wand and spelling board and others may communicate through an interpreter using sign language. These modes of communication require extra time and the key to effective interaction is patience.

Communication may be slower for the student. Allow him/her the time necessary to fully express him/herself. Do not second guess what the
student wishes to say or attempt to complete their sentences for them. If you do not understand what the student said, do not pretend that you do. Ask them to repeat what they have said. If you summarize what they have said, you will be able to check whether you have understood them.

Speak to the student clearly and in a normal tone. There is often a tendency to raise voice volume when speaking to the student with a speech impairment.

**Testing/classes**
Oral examinations and/or classroom presentations may require modification, especially in classes where speech is a requirement. The manner in which the student presents information may need to be modified or a substitution of the class considered.

**Students with Developmental Disabilities**
Students with Developmental Disabilities are often referred to as Developmentally Delayed Learners. The term "mentally retarded" is no longer used. These are students with learning deficits resulting from below average intellectual functioning across their learning profile. This adversely affects their educational performance. Depending on each individual's level of functioning, some of these students may have the ability to benefit from remedial courses and a few college level courses. **DSPS offers series of survival level classes in math, reading, health and community skills that may be appropriate for these students.**

As with all students with disabilities, students with Developmental Disabilities are expected to meet the expectations of courses they take. In regular, graded classes, the students must meet all academic requirements. Standards should not be lowered.
# Appendix

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