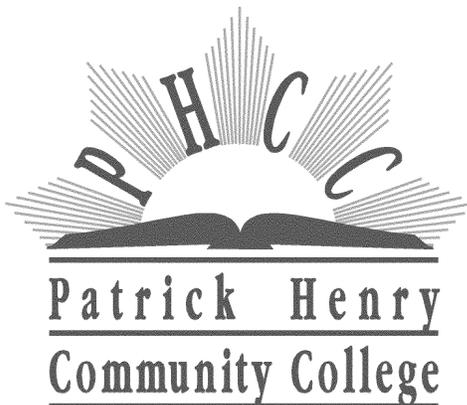


PHCC Students With disAbilities

A Desk Reference Guide for
Faculty and Staff



Distributed by

Student Support Services

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Alternate Formats

This reference guide is available online at www.ph.vccs.edu (→ “Student Info” → “Student Support Services” → “Disability Services” → “Information for Faculty and Staff” → “PHCC Students with Disabilities: A Desk Reference Guide for Faculty and Staff”) and is accessible to screen readers. Contact Student Support Services (Learning Resource Center – 2nd Floor; 276-656-0296, 800-232-7997 ext. 0296; sss@ph.vccs.edu) for other formats. You may also contact us by mail at:

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INTRODUCTION AND MISSION

Patrick Henry Community College (PHCC) embraces the philosophy of inclusion—of persons from a wide variety of cultural and ethnic backgrounds, persons of varying ages, and persons who have disabilities. Increasing numbers of people with disabilities are graduating from college, becoming employed, and fulfilling their career goals, as are their peers without disabilities.

One of the purposes of Student Support Services (SSS) is to assist in eliminating physical and academic barriers and to fulfill PHCC's concept of assisting students in achieving their educational, career, and personal goals through a full range of institutional and community resources. In addition, SSS helps to ensure that students with special needs receive support services and accommodations to allow them equal access to all PHCC programs, and that they have the opportunity to realize their potential.

With the passage of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 (ADA), more and more people with disabilities have the opportunity to reach their educational and career goals. These federal laws require that institutions such as PHCC not discriminate against persons with disabilities in their services or through employment. Non-discrimination mandates in employment also exist for state and local government entities (ADA Title II) and private businesses (ADA Title I). These protections under federal law provide a clear incentive for persons with disabilities to pursue a college education. **It is important to remember that accommodations are provided for the purpose of equalizing opportunity, and not to give the student with a disability an advantage over other students.**

Most faculty at PHCC have had students with disabilities in their classrooms. We want to emphasize that PHCC has a very good track record in providing reasonable accommodations to students with disabilities, and you, as faculty members, are to be commended. This handbook is provided to assist you in maintaining this high level of PHCC educational excellence. Early sections highlight the process of accommodating students, and clarify the roles played by students, SSS, and faculty. Sections are included on people with specific disabilities and the types of issues and accommodations unique to their needs. Appendices with useful summary information are included for quick reference.

We hope that this handbook will give you some general guidelines for working with any student who learns differently or requires some kind of accommodation in order to achieve his or her potential. The staff of SSS is also interested in coming to your departments to answer your questions and/or make presentations. We hope you will call on us.

Mission Statement for Serving Students with Disabilities

To support the educational pursuits of persons with disabilities in our service area, it is the mission of Patrick Henry Community College to 1) disseminate information to increase awareness of services available to persons with disabilities, 2) assist with the matriculation of persons with disabilities into the college environment, 3) develop and implement disability-related support services which promote the educational and personal development of persons with disabilities by networking with campus- and community-based resources, and 4) assist with the successful integration of persons with disabilities into continued educational activities and/or the world of work.

DISABILITY-RELATED LEGISLATION AND FACULTY IMPACT

The following are federal laws which require that institutions, including PHCC, do not discriminate against persons with disabilities in either the delivery of services or in employment. These laws are designed to provide persons with disabilities an equal opportunity to succeed—not an advantage over students without disabilities.

- ***Title II of the Americans with Disabilities Act (ADA)*** provides that “No qualified individual with a disability shall, by reason of such disability, be excluded from participation in or be denied the benefits of the services, programs, or activities of a public entity, or be subjected to discrimination by any such entity.” This is federal civil rights legislation. The major impact on faculty and staff is that if accommodations determined appropriate to prevent discrimination based on disability are not implemented, students have recourse through federal agencies as well as the court system.
- ***Section 504 of the Rehabilitation Act of 1973*** provides that “No otherwise qualified individual with a disability in the United States, as defined in section 706 (20) of this title, shall, solely by reason of his or her disability, be excluded from the participation in, be denied the benefits or, or be subjected to discrimination under any program or activity receiving Federal financial assistance.” Again this is federal civil rights legislation. The Rehabilitation Act impacts recipients of federal funds. In addition to the impact described above for the ADA, institutions risk loss of federal funds.
- ***The Family Educational Rights and Privacy Act (FERPA)*** provides for “...the privacy of student education records...Generally, schools must have written permission from the...eligible student in order to release any information from a student's education record.” Faculty need to be aware that unless there is a demonstrated need to know disability information they should not share information about the disability with others. In seeking advice from a division dean or others within the academic department on implementation of accommodations, it may be necessary to disclose information specific to a student with a disability. In general it is best to seek advice from within the academic department without sharing names.

GENERAL CONSIDERATIONS

Confidentiality

Under FERPA student records and the information contained within them are confidential and are to be shared with others only when there is a demonstrated need. This means that whatever you know or have read about a student's disability, you should not share in any way either intentionally or unintentionally with other faculty, students, staff, and administrators. This includes the context of recommendations for applications to other colleges and universities, scholarships, and jobs.

Focus on Abilities

A major barrier to success for students with disabilities is the tendency of others to focus on their disabilities instead of their abilities—what they cannot do versus what they can do. Approach accommodating a student who has a disability with the attitude that he or she has the ability to do the work, but simply needs to accomplish some things in a manner that is different from the traditional way. Viewing the student as pitiable or incapable reinforces the belief some have that students with disabilities are “not college material.”

Empowering Students

It is the goal of SSS to empower students with disabilities to take charge of their lives through becoming more knowledgeable and skilled in expressing their needs, preferences, and desires. The University of Washington conducted research with young people and adults with disabilities and came up with seven (7) empowering strategies.

- Define success for self.
- Set personal, academic, and career goals with realistic, but high expectations.
- Understand one’s own abilities and disabilities and play to the strengths.
- Develop strategies to meet self-defined goals.
- Use technology as an empowering tool.
- Persevere while working hard; yet also be flexible.
- Develop a support network of family, friends, and instructors.

In addition, SSS encourages students to do the following:

- Learn their legal rights and responsibilities.
- Understand what accommodations will best enable them to succeed both in school and on the job.
- Communicate their needs effectively.
- Become successful self-advocates.

Students as Experts on Their Disability Needs

There is a wide diversity among people within a given disability type, and a wide range of previous experiences that people have had in accommodating their disabilities. It is important to keep in mind that two people with the same disability may require different accommodations. For example, one student who is deaf may request an interpreter for exams, and another may not. Similarly, one student with low vision may request exams and handouts in large print, while another may be able to read the small print using a magnification device.

Many students are comfortable with their disabilities and very familiar with the accommodation process that works for them. Those who have limited experience with what accommodations they need to succeed in your class may be, for example, freshmen, students whose disabilities are recent or have changed over time, and students who are taking a certain type of class for the first time, such as a computer class or lab science.

Not all students will feel at ease initiating the arrangements needed for appropriate accommodations. There are a number of reasons why students become apprehensive within this process. Some of these may include:

- drawing attention to their differences
- acquiring labels that stigmatize
- experiencing negative reactions in the past
- asking for accommodations others may perceive as unfair
- lacking confidence in approaching those in power
- having never been required to assess their own needs and initiate required action(s).

Accommodation Examples

Student Support Services will determine accommodations as mandated under federal law. Please remember that student needs are highly individualized and what works for one student with a particular disability may not be effective for another student with the same disability. Examples of accommodations are numerous. Below is a list of some common accommodations. Please refer to Appendix G for a more comprehensive list of potential accommodations.

- Priority registration
- Extended time for exams
- Reduced distraction testing room
- Large print exams
- Braille exams
- Oral testing
- Interpreters
- Transcribers
- Lab assistant
- Notetakers
- Copies of overheads and PowerPoint
- Taping lectures
- Books on tape or digital format
- Accessible room and/or furniture

THE ACCOMMODATION PROCESS

There are four main steps to the accommodation process. They start with the student being referred to Student Support Services (SSS). Second, the student completes an intake and provides documentation of their disability. Third, documentation of disability is reviewed, eligibility for services is determined, and specific accommodations needed are identified. Finally, the accommodations are implemented and faculty are notified as needed. It is important throughout this process for the student, SSS, faculty/staff to work together as a team.

STEP 1: Student Referred to SSS

A student may self-disclose a disability to a faculty or staff person at any time during the application process or when enrolled at PHCC. Upon self-disclosure the student should immediately be referred to SSS. A student may simply state that they have a particular disability (“I’m LD”) or difficulty performing an academic task (“I have trouble reading tests”), may mention that they were in special education while in middle or high school, or may ask for a specific accommodation in a class (“I need someone to read my test to me”).

Regardless, the student should immediately be referred to SSS before any disability accommodations are provided. The exception is for students with visible disabilities and for which you can readily provide an obvious accommodation (e.g., a student in a wheelchair with limited mobility who needs a scribe). You may provide accommodations in these cases, but the student must still be referred to SSS to be evaluated for other services and accommodations which may be needed.

Identifying accommodation needs is an individualized process based on the student’s documentation and educational experiences. Most students come to SSS after being referred by an instructor, a rehabilitation counselor, a high school teacher or guidance counselor, or another individual receiving services.

STEP 2: Intake and Documenting Disability

Students are responsible for providing documentation of their disabilities to SSS. Sometimes they bring it with them to the intake appointment, but more often SSS facilitates the process of getting their documentation by sending a signed consent form to the diagnosing and/or treating professionals or the high school they attended.

During the intake, students are given a complete explanation of the various services available to them and how to access them (i.e., policies and procedures for disability services). In addition they are informed of their rights and responsibilities as a student with a disability, along with the rights and responsibilities of PHCC and faculty/staff (see “The Team: Student, SSS, and Faculty” section on page 7).

In the intake process we strongly urge students to practice an assertive, reasonable approach to communicating their needs to faculty. We also promote SSS as an important resource for faculty and students as we work together to achieve a positive outcome.

STEP 3: Documentation Review, Eligibility Determined, Accommodations Identified

Once SSS has the documentation, it is reviewed by the disability counselor to determine whether it supports the accommodation requests. Students are considered eligible at this point for the requested services that are supported by documentation. If documentation is insufficient to support all accommodation requests, the disability counselor notifies the student, who may wish to provide additional information.

In some instances when documentation is appropriate but not sufficient, accommodations may be provided on a temporary basis until the student has time to secure additional, complete documentation.

For a complete description see “Guidelines for Documentation of a Disability” available on the PHCC website (www.ph.vccs.edu → “Student Info” → “Student Support Services” → “Disability Services” → “Information for Students” → “Guidelines for Documentation of a Disability”).

For students with permanent disabilities (i.e., para / quadriplegia, blind, deaf, learning disability, etc.) it is necessary to provide documentation only once in order to be eligible for accommodations during their entire academic career at PHCC. However, for students with episodic disabilities, such as psychiatric, multiple sclerosis, chronic health conditions, etc., it may be necessary to periodically request additional documentation to order for a student to maintain eligibility for accommodations.

STEP 4: Implementing Accommodations and Notifying Faculty

During the intake, students are informed about the Faculty Accommodation Form (FAF) that they may pick up from SSS and deliver to you at the beginning of each semester (see “Faculty Accommodation Form” in Appendix A). This form is not meant to be an all-encompassing document that gives you all the answers, but it does verify the student has a documented disability, identify the accommodations determined to be necessary, and open the door for further discussion.

We encourage students to approach you either before classes begin or within the first few days of the semester with their FAF. The accommodations listed on the FAF have been approved as necessary to achieve equal access as required by law.

Scheduling an appointment to discuss accommodations during your office hours or at some mutually convenient time eliminates the feeling of being rushed or caught by surprise, and the possibility of being surrounded by other students wanting your attention before or after class. It also ensures privacy and less distraction, as well as a more comfortable working rapport. We strongly emphasize the need for your commitment to confidentiality regarding any information students disclose to you personally, information gained through your contacts with SSS, or any other information about a student's disability you might have.

If a student does not give you the FAF from SSS you are only obligated to provide obvious accommodations based on observation—otherwise you can require him or her to come to SSS. An example of an obvious need would be an alternative form of testing for someone who is clearly blind. If a student does not have a FAF, and you are not certain how to proceed with accommodations, please contact SSS.

Finally, work out any logistical arrangements (e.g., where the tests will be taken when extended time and a reduced distraction room are needed). For your convenience, the Testing Center (Learning Resource Center – 2nd Floor) may be used to administer extended time tests, and SSS will administer tests requiring readers, scribes, or a reduced distraction room.

Throughout the semester, SSS staff and the student will meet to discuss whether the accommodations are adequate or need revision. There is no single formula that works for everyone, and sometimes trial and error using a variety of accommodations is necessary. This is especially true for students who have never had experience using accommodations. Also, sometimes what is thought would work turns out not to be adequate.

THE TEAM: STUDENT, SSS, FACULTY

It is best to approach the issues of accommodating students with disabilities as a team. You, the students, and SSS all have the same goal—to enable students to participate and compete equally in the classroom. Each of us has areas of expertise to contribute. We want to assist and support you and our students who have disabilities.

If you have experienced success in working with students who have disabilities, please consider acting as a mentor for other faculty in your department. We will assist you in this in any way we can. The more people we have to help disseminate techniques, approaches, and success stories, the better for all students with disabilities. If you have an interest in sharing your experience with others by giving a short presentation in faculty meetings or in-service sessions, please contact SSS.

Student Responsibilities

Students with disabilities are not required by law to identify themselves to PHCC and SSS, or to provide documentation of a disability. However, if a student desires accommodations he or she is obligated to contact SSS for an intake and provide disability documentation to support accommodation requests. It is reasonable for you to expect the student who states he or she has a disability either to have already gone to SSS, or to go to SSS at your referral, before accommodations are provided. Again, the exception is when a disability and the need for a specific accommodation are obvious based on your observations.

The student is responsible for letting his or her accommodation needs be known. Since the type of requirements, lecture styles, and exams will vary, the student must find out what your course requires, what activities are planned, and any other information that may be relevant. A student's needs may vary over time, the student may be learning what his or her needs are through a process of trial and error, or the nature of the assignments/exams may require that adjustments be made throughout the semester.

Although a student is required to provide documentation of a disability only once or periodically (depending on the type of disability), he or she **MUST** meet with the disability counselor **EVERY** semester to discuss his or her accommodation needs **FOR THAT SEMESTER** and to receive the FAF to provide to instructors.

SSS Responsibilities

Student Support Services (SSS) staff are here as resources to you as faculty, as well as to students. If you have any concerns or questions regarding a particular students or students with disabilities in general, please contact us.

We are available for consultation or to meet with you and the student to come up with satisfactory options. Sometimes finding solutions involves talking through the difficulties and possibly generating some creative solutions not yet tried. SSS assists students in facilitating accommodations if they do not feel they have been successful themselves. Sometimes, if a student is new and unsure of how to express his or her needs, we will make an initial appointment with you and the student to discuss accommodations. If you would like more information about disability issues, we can either provide it or guide you to some resources.

In addition, SSS hires and schedules interpreters and transcribers for students who are deaf or hard of hearing; assistants for students with mobility impairments, and notetakers/scribes for students who have difficulties with these tasks. We are also responsible for providing textbooks and other course materials in alternate formats, such as on tape or in digital format for students who have impaired vision or learning disabilities. We are also available to assist with registration, counseling, and other support services to students with disabilities at PHCC.

We periodically conduct campus-wide faculty and staff training. If you have any special requests or an immediate need for training in your department, contact us to discuss arrangements.

Faculty Responsibilities

Include this required statement on each syllabus

The 504/ADA Coordinator requests that the following statement be included on every syllabus:

If you have a disability or other need for reasonable accommodation in order to successfully complete the requirements of this course, please contact Student Support Services [2nd Floor – Learning Resource Center, 656-0296 (voice/tdd) or 800-232-7997 ext. 0296, sss@ph.vccs.edu] to discuss this matter confidentially.

It will also help if you make a brief announcement or read this statement out loud the first day of class. This will show students who may be apprehensive that you are aware needs may exist and that resources are available to assist them.

Advise students

As an advisor to students in your department, you may have had questions or concerns about whether accommodating students in class might make them less competitive in the job market. The Americans with Disabilities Act (ADA) does provide for reasonable accommodations in private and public employment. Often, however, the kinds of accommodations required in the academic environment, such as testing modifications, are not necessary in employment since testing is not a common aspect of most jobs. Assume that your students with disabilities are here to prepare for a career. Please contact SSS if you want to discuss specific issues, or if you

want to set up a meeting to discuss career options. We may want to invite a career planning specialist and/or rehabilitation professional to meet with you, the student, and SSS staff.

Respond to reasonable requests

Faculty are required by federal law to provide reasonable accommodations. This is a fairly vague term, and if you are unsure whether something a student is requesting is reasonable, contact SSS for consultation. Anything that is requested through the Faculty Accommodation Form (FAF) indicates that we have reviewed the documentation and consider these accommodations reasonable.

An example of a reasonable request would be a student with a learning disability or attention deficit disorder requesting:

- extended time on exams;
- to take tests orally or to have them read onto cassette tape;
- a reduced distraction room.

An example of an unreasonable request would be a student with any type of disability requesting that:

- he or she not be required to turn in written assignments because he or she cannot physically perform the task of handwriting.

If the student does not offer any reasonable alternatives to this request and you are not sure how to find a resolution, it is best to contact SSS for assistance. These examples illustrate the fact that our goal is not to change the requirements of your course. Our goal is to enable the student with a disability to meet those requirements in such a way that does not have the effect of discrimination based on disability. When this does not appear possible to you or the student, we would like to work with you to find an option that works for both parties.

Test what you want to test, not the disability (a rationale)

The rationale for providing test accommodations is that it would be discriminatory to administer any test in such a fashion that would "test the disability" instead of testing knowledge or skills you expect your students to have acquired. When a disability prevents the student from demonstrating to you what he or she knows, an accommodation is necessary.

One example is a student with a mobility impairment that causes him or her to write slower. If the test is collected when all the others have finished but the student has only completed half of the test, the student fails the test without having the opportunity to demonstrate knowledge or skills tested on the second half. The instructor has "tested the disability," or assessed the student's writing speed rather than what the exam was designed to assess. The same thing occurs when a student with a learning disability (a processing disorder) is not given adequate time to process questions and answers.

Make the arrangements for testing accommodations

Extended time is an appropriate accommodation provided by federal law. Double time is standard. Usually the student will not use all of this time, and some students will finish on time, but the extra time should be available. When the impairment is very severe the student may need more than double time, but this is rare.

When a reduced distraction room is not an issue, the student may begin the test with the rest of the class and finish it in your office (or begin it in your office and finish it with the rest of the class). Please check with the student to determine whether a faculty office is physically accessible (door width, desk height, lighting considerations, etc.).

PHCC philosophy and practice has been that it is the responsibility of individual faculty and their departments to provide accommodations. For your convenience, the Testing Center (Learning Resource Center – 2nd Floor) may be used to administer extended time tests, and SSS will administer tests requiring readers, scribes, or a reduced distraction room. The SSS staff is available should you have any questions or need other assistance to provide accommodations.

POLICIES

Syllabus Statement

The 504/ADA Coordinator requests that all faculty place the approved disability statement on each syllabus. This statement is found in Appendix D. For those who prefer to copy and paste, it is online at www.ph.vccs.edu → “Student Info” → “Student Support Services” → “Disability Services” → “Information for Faculty and Staff” → “Disability Statement for Syllabi”.

While it is the policy and practice that students get accommodations approved through documenting their disabilities in SSS, some students may approach you directly. They may give you copies of their documentation, or just ask you for accommodations and not provide you with any documentation. Please send those students to SSS and do not provide accommodations unless you receive a Faculty Accommodations Form (FAF) from SSS. It helps the institution in meeting its legal obligations if our approach is consistent, and when one instructor provides an accommodation that another instructor does not, we are creating a potential legal problem.

However, when you can clearly see that a student needs an accommodation you may be legally obligated to provide it even in the absence of a FAF or a request from the student (courts have been divided on this issue). For example, if a student clearly takes longer to write because of a visible physical disability, it might be helpful to approach the student before the day of the exam and ask if he or she will need extra time, then make those arrangements if necessary. If a student is clearly blind but doesn't ask for exams in a format other than print, consider asking the student ahead of time whether he or she needs a Braille copy of the exam and a way to record the answers, or if an oral exam might be appropriate. Again, we ask you to send these students to SSS, but when the disability and need for a specific accommodation is very obvious, do not withhold the accommodation in the meantime.

Web Accessibility, including Distance-Learning Courses

It is critical that PHCC faculty, staff, and anyone else designing PHCC web pages and online courses ensure that they are accessible to students with disabilities. This includes using alt tags for graphics that describe them, and using other accessible coding for those who use screen readers that provide voice output. It also means providing a script for any audio clips and captioning for videos on the web. For online courses using video stream for lectures, faculty and SSS will work out a method for providing captioning, transcripts, or interpreting to students who are deaf or hard of hearing.

Please contact SSS if you have knowledge that a student enrolling might need modifications for your distance-learning or other course utilizing Internet resources as soon as you become aware of the potential need. Ideally, SSS would already know about this student, but it is entirely possible that we would not. SSS will also notify faculty when access issues arise.

For additional detailed information about making web pages accessible go to www.ph.vccs.edu → “Student Info” → “Student Support Services” → “Disability Services” → “Information for Faculty and Staff” → “Making Web Pages Accessible” for resources to familiarize yourself with accessible design.

Disability Grievance Procedure

The purpose of a grievance procedure is to attempt to resolve internally all types of disability complaints at the level where they occur and in a timely manner. Students with disabilities are encouraged to contact the 504/ADA coordinator (Learning Resource Center – 2nd Floor, 656-0257, squebert@ph.vccs.edu) to discuss concerns or issues pertaining to disability-related services provided by SSS, or claims of denied access due to disability to any program(s) and/or service(s) of PHCC, in an attempt to resolve the matter informally.

If a student with a disability wishes to file a formal complaint of discrimination on the basis of a disability, he/she should follow the “Student Grievance Procedure” as published in the PHCC Catalog & Student Handbook. Students may choose to use SSS staff as advocates throughout this process, which is not to say that SSS will always side with the student.

The student grievance procedure is available online at www.ph.vccs.edu (Student Info” → “College Catalog”).

FREQUENTLY ASKED QUESTIONS

Am I obligated to comply with a student's request for accommodations?

According to the Americans with Disabilities Act of 1990 and the Rehabilitation Act of 1973, you are required to provide requested accommodations if the student has a documented disability. Most students are registered with Student Support Services (SSS). However, there will be students who will ask for accommodations who are not registered. If their disability is clearly visible and the accommodation request is reasonable, providing the accommodation is appropriate. We ask that you encourage students to register with our office so that we can provide a more consistent institutional response to student requests, and so the student can take advantage of other services we offer.

When do I refer a student to SSS?

Referrals to our office come from faculty, staff, and other students. In general, if a student mentions a disability or an academic difficulty that may be the result of a disability and if the student has not already registered with SSS, refer him or her to us. If, for example, a student requests accommodations but does not provide you with Faculty Accommodation Form (FAF) from our office and the disability is not clearly visible, you should refer him or her to our office to apply for services. You might let the student know that it is important for our office to have supporting documentation of the disability so that we can determine and provide appropriate services. Another example might be a student that tells you he or she thinks he or she has a learning disability but is not asking you to do anything. Let the student know about our office and explain that our office can refer students for appropriate diagnostic testing.

What is the process that the student must go through to get services?

A student must first come to the SSS office and register. This registration process includes an intake in which a student and disability counselor discuss disability as it relates to the academic environment. Students must provide documentation of their disabilities and SSS will determine whether or not that student is eligible to receive the requested accommodations based on this documentation. If the documentation does not support a requested accommodation, the service may be denied until supporting documentation can be provided or the service may be provided on a temporary basis. Once a student is eligible for services he or she is given an explanation of how the accommodation process works, including detailed information on how to request accommodations (policies and procedures), as well as his or her rights and responsibilities as a student with a disability.

Once the student is registered for classes we provide them with a FAF which they will later deliver to their instructors. We tell students that these letters are a communication tool between the student and the instructor, and that it is important to talk with their instructors about their accommodations needs. If the accommodations are not working for a student, it is the student's responsibility to talk about it with the instructor or come back to our office to discuss his or her concerns.

What are the student's responsibilities?

First, it is the student's responsibility to come to SSS and register. Unless the need for an accommodation is very evident based on observation, PHCC is not legally responsible for providing accommodations based on a disability to students who do not register with SSS and provide documentation. Second, students are responsible for getting a FAF each semester and giving them to their instructors. SSS does not send out letters to faculty—letters are delivered to you by the students; however, for distance-learning courses, SSS may send the FAF directly to instructors. We encourage students to become their own self-advocates and learn ways to talk about their disabilities and accommodation needs. Lastly, it is the students' responsibility to update our office if they have issues or concerns.

What are my responsibilities as an instructor?

Please refer to "Faculty Responsibilities" on page 8 of this handbook for additional information. The responsibilities of an instructor extend into two main areas. The first area involves the actual provision of accommodations to a student. After the student communicates his or her accommodation needs through the FAF, the instructor must then ensure that the accommodation takes place. For example, if a student requests extended time for exams, the student and instructor will work together to schedule the exam. The instructor will then need to make arrangements by either providing the extended time him or herself or using the Testing Center or Student Support Services (2nd Floor – Learning Resource Center) to administer the exam.

The second area involves confidentiality. Confidentiality is very crucial and simply means that when a student discloses a disability to an instructor, the information should be kept between the instructor and the student.

Is it fair to other students to provide accommodations to those students with disabilities?

It would be unfair and discriminatory **not** to provide the accommodations, as the individual with the disability learns and performs in a different manner than the student without a disability. It is our goal as an institution to level the playing field for students with disabilities.

What can I expect if a student files a grievance?

If a student brings a grievance to SSS, the grievance will be handled on a case-by-case basis. Typically, the instructor and student are brought together and SSS staff will mediate and try to come up with possible solutions. The student may also choose to involve others outside of SSS. For more detailed information on grievance procedures, please see page 11.

What is a learning disability and what is ADD?

A learning disability results from neurological differences that may alter an individual's ability to store, process, retrieve, or produce information. Major areas impacted include reading, writing and mathematics. Attention Deficit Disorder (along with the closely related ADHD—Attention Deficit Hyperactivity Disorder) is a neurological disability characterized by difficulties with tasks involving executive function. These include:

- Planning skills
- Organizational skills
- Selective attention
- Maintenance of attention
- Impulse control

Where can I get the disability statement for my syllabus?

The disability statement for a syllabus can be found on the PHCC website at www.ph.vccs.edu → “Student Info” → “Student Support Services” → “Disability Services” → “Information for Faculty and Staff” → “Disability Statement for Syllabi.” The statement can also be found in Appendix D.

I received a Faculty Accommodation Form (FAF) from a student but he never spoke to me about the letter or his accommodation needs. What do I do? What are my responsibilities?

It is the responsibility of each student to communicate with the instructor about his or her accommodation needs. We talk to students during the intake process about this issue and provide them a summary of the accommodation process every time they collect their FAF for the semester. However, we know that some students fail to make contact with you after the initial meeting. While it is the student's responsibility to make arrangements with you, when the student fails to come forward after delivering the letter, you may want to approach, call or email him or her.

A student handed me a Faculty Accommodation Form (FAF) at the beginning of the semester and it was understood that she needed to make arrangements with me a few days before an exam in order to receive extended time and a reduced distraction room. The student showed up on the day of the exam without making prior arrangements but asked for the testing accommodations. What do I do?

As long as it was very clearly understood that the student needed to approach you prior to each exam, you are not obligated to provide the accommodations, as it was the student's responsibility to make arrangements with you. If there is any doubt as to how clear it was, do what you can to provide the accommodation. After the exam, please refer these students to SSS for further clarification of their role and responsibility as a student.

What is meant by “extended time on exams”?

Extended time on exams is typically double time. If the class period is 50 minutes, the extended time would be an hour and 40 minutes. It is rare, but possible, that a student might need more than double time due to the severity of the disability. It is important to remember that when someone is providing extended time, the student should have the opportunity to ask you questions if needed. That is why students are encouraged to take the exam on the same day/time as other students, even if in the Testing Center or SSS.

What is considered a “reduced distraction room”?

A reduced distraction room can mean different things to different students. Typically, a reduced distraction room is a quiet place where the student can take an exam. Instructors typically will use an office or a free classroom. Sending the student to the hallway outside the classroom is not a legitimate interpretation of “reduced distraction.” If the instructor or test proctor stays in the room, the student’s desk can be turned toward a wall. It is important to make every attempt to remain quiet. Asking the student repetitively if he or she needs anything or is almost finished is distracting and should be avoided.

For your convenience and to maintain standard environs, SSS is available to administer exams requiring a reduced distraction room.

Where can I get more information about different disabilities and resources?

The “Disability Services” webpage has both information and Internet links to a vast array of other resources to assist you as you teach and interact with students with disabilities (www.ph.vccs.edu → “Student Info” → “Student Support Services” → “Disability Services” → “Information for Faculty and Staff”). At any time, please feel free to contact SSS (Learning Resource Center – 2nd Floor, 656-0296, 800-232-7997 ext. 0296, sss@ph.vccs.edu).

TECHNICAL RESOURCES ON CAMPUS

Patrick Henry Community College has many places where students can utilize technical resources. We offer various resources for students with mobility impairments, students who are blind or have low vision, students who are deaf or hard of hearing, and students with learning disabilities. This technology includes, but is not limited to, adaptive equipment for computers, fitness equipment, computer software to assist students with writing, and assistive listening devices. Student Support Services has created a summary of all of the adaptive equipment and computer technologies available on campus. They are available for your review in Appendix H of this handbook. Additionally, as we add new equipment and technology, we will update our website. Please refer to the website for the most updated list of technical resources available (www.ph.vccs.edu → “Student Info” → “Student Support Services” → “Disability Services” → “Information for Students” → “Assistive Technology and Other Resources”).

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ACCOMMODATIONS FOR STUDENTS WITH ATTENTION DEFICIT DISORDERS (ADD/ADHD)

Attention Deficit Disorder (ADD) is a neurological disability characterized by difficulties with tasks involving executive function. These include:

- Planning skills
- Organizational skills
- Selective attention
- Maintenance of attention
- Impulse control

Students with ADD may have difficulty with maintaining their attention for a long period of time or with “screening out” unimportant stimuli in the environment. These students may also have difficulty keeping up with materials, organizing information in a meaningful way, or planning a project or paper. Attention Deficit Disorder is often treated with stimulant medications but behavioral interventions are also recommended. Students with ADD often benefit from external supports such as the use of day planners or personal digital assistants and coaching. Breaking tasks down into manageable parts is also helpful.

It is not uncommon for people with ADD to be undiagnosed or misdiagnosed. If you have a student you believe may need diagnostic testing for ADD, please contact Student Support Services (SSS) for more information.

Required accommodations are those listed on the Faculty Accommodation Form (FAF), as well as those negotiated with SSS staff. These are listed below along with other helpful strategies.

Classroom Guidelines

- ***Encourage selective scheduling of classes.*** Scheduling classes so that students have a break between them provides an opportunity for the student to review and organize notes, and to prepare materials for the next class.
- ***Vary classroom activities and teaching methods.*** Include hands-on, interactive and small group activities when possible.
- ***Provide copies of overheads or PowerPoint slides, either on paper or electronically.***
- ***Allow students to tape record lectures.*** Students with disabilities are legally entitled to tape record lectures (if you have concerns, there is a Tape Recording Agreement form in Appendix B which you can ask students to sign).
- ***Consider providing copies of your class notes.*** Some faculty prefer to post these on a website for all students.
- ***Encourage the organization of study groups.***

- **Have “model” papers/projects available** so the student can see what you consider excellent work and learn by example. You could either use work of past students or an example you work up yourself.
- **Provide a calendar that shows due dates for important assignments and tests.**
- **Provide instructions for exams and assignments in print as well as orally.**
- **Provide vocabulary lists.** Consider providing handouts of new or technical vocabulary with examples of terms used in context. This will allow all students to organize material presented in class.

Testing Guidelines

- **Arrange for alternate grading for everyone.** If alternate assignments to tests are equivalent measures to exams in your course, allow the student the opportunity to complete, for example, a paper or special project.
- **Allow for extended time (double time is standard), in a separate, reduced distraction room.** If the test is lengthy consider separating the testing into multiple parts.
- **Provide instructions for exams and assignments in print as well as orally.**
- **Provide feedback on graded materials.** After returning test results to students, allow students to speak to you after class or during office hours so they can gain a clear understanding of their errors. Relate feedback and test content back to classroom lectures, projects, and reading material. Consider allowing students to re-take the exam for extra credit.
- **Remember that the same accommodations that apply to full-length exams also apply to pop and other quizzes, in-class writing, or other in-class assignments.** For quizzes, the student should be scheduled to complete the quiz either the same day or as close as possible to the same day. A possible solution for quizzes when a reduced distraction room is not required would be to have the student start in class and finish after class. For in-class assignments consider giving the student until later that day or the next day.

Some of these techniques can benefit the average learner in your classroom as much as a student with ADD. Your availability through office hours is crucial for these students, for many of whom a five or ten minute interchange can make a world of difference.

ACCOMMODATIONS FOR STUDENTS WHO ARE BLIND OR HAVE LOW VISION

The impact that vision loss has on learning and the accommodation process will vary. Some of the factors that influence those variations are:

- Age of onset of the vision loss
- Severity of loss
- Type of loss
- Educational setting
- Opportunities for training and exposure to assistive technologies

The majority of people with impaired vision have some usable, residual vision. Very few persons are "totally blind." How much a person can see often varies throughout the day depending on variables such as lighting, color contrast, physical health, eye condition, and weather conditions. Some individuals function better in subdued lighting rather than bright lighting. Some with impaired vision can see better with glasses or large print. Each student can help you understand what will maximize his or her functioning in your class.

Of primary concern to students with vision loss is access to information. A delay in gaining access to syllabi, handouts, and textbooks can have a major impact on a student's ability to perform in a class. It is therefore critical that these students have access to information in a timely manner. The methods that students use to access written materials will vary depending on their type of vision loss, personal preferences, and educational background. Students with low vision will likely prefer large print and magnification devices. Among students who are blind, some prefer to access information through auditory means and others prefer to use braille.

Determining what methods will work best in a given class is a process which will take some discussion between the student, instructor, and possibly the Student Support Services (SSS) staff. By the time some students with impaired vision reach college, they have developed their own methods for dealing with visual materials, and can inform faculty members of their needs. Others need to work much more closely with their instructors and SSS in an ongoing process to develop strategies that work. Even those students with the most experience will come across course requirements unlike any they have had in the past, making new strategies necessary. Students may use one of several methods or a combination of methods.

Adaptive Technology

Adaptive technology and equipment will be very important when working with a student with impaired vision. There are a lot of options for students with visual impairments and no two students are alike. It is important not to make assumptions when working with a student with a vision loss. The preferred method of accessing information will depend on the student and his or her experiences. Despite the method, it will be crucial for students to achieve access. Specifics on how this can be accomplished will be described in the next section. You will also find in Appendix H a listing of all of the adaptive technology and equipment we have here on campus.

Additionally, as we add new equipment and technology, we will update our website. Please refer to the website for the most updated list of technical resources available (www.ph.vccs.edu → “Student Info” → “Student Support Services” → “Disability Services” → “Information for Students” → “Assistive Technology and Other Resources”).

Alternative Formats

For students with impaired vision, print materials (including graphics) are accessed through alternative formats and adaptive devices. Faculty will probably be asked to provide handouts, including the course syllabus, and exams in another format. For the most part, PHCC is required to provide information in the format the student requests, though there may be alternatives that can be discussed. For example, if a student asks for materials in braille, a diskette may also be acceptable to the student.

Individual departments are allowed to make their own publications, exams, and handouts distributed in class accessible or they can ask SSS to assist in converting textbooks, articles, and other reading assignments required for your class, including braille. Please understand that braille does require significant lead time so please plan accordingly. For other formats and for your departmental publications, SSS will be happy to consult with your division secretary on how to format documents for production.

- ***PHCC has a responsibility to ensure that each web page is accessible***, in this case for students who use screen readers for voice output. For additional detailed information about making web pages accessible go to www.ph.vccs.edu → “Student Info” → “Student Support Services” → “Disability Services” → “Information for Faculty and Staff” → “Making Web Pages Accessible” for resources to familiarize yourself with accessible design.
- ***Cassette tape recorders are used for recording class lectures, putting textbooks/handouts on tape, recording tests on tape, and recording responses to tests and quizzes.*** It is important to know whether the student uses a standard two-track tape recorder or a specialized four-track tape recorder. SSS has both kinds of tape recorders available for loan to faculty/staff and students. SSS will facilitate recording materials onto tape as needed and is responsible for ordering pre-recorded textbooks on tape or CD from Recordings For the Blind and Dyslexic (RFB&D).
- ***Computer diskettes are used for tests/quizzes, textbooks, handouts, copies of faculty or notetaker's notes, and overheads.*** Students use the diskette versions to actually "listen" to material through computers with synthesized speech, or to read material on the computer screen with large font. Diskette versions are also used to print out in braille and large print. Students can type their responses to assignments or tests using an adapted computer and save on a diskette. A scanner enables printed material to be put onto diskette assuming the quality of the print is good. The type of computer/software is an important issue to discuss with the student and SSS. Information can usually be easily translated from one type of software to another.
- ***Large print can be produced in a variety of ways.*** The simplest may be using copy machines to increase the size of print. Some (though not most) students may be able to use a portable, hand-held magnifier to read regular print in any location. A closed circuit

television (CCTV) projects the material enlarged up to 60 times onto a monitor. Though CCTVs are usually stationary (e.g., one is available LRC-2nd floor), SSS has a portable CCTV that can be checked out for use in labs or in the classroom. Print materials can also be enlarged through your word processing software, a relatively simple, effective, and very portable alternative. In some cases a student may request a diskette, which enables the student to read directly on the computer screen or print out the information in large font. You might ask the student to provide an example of the size print he or she can use.

- ***Braille is used by students to independently make notes for themselves using a slate and stylus, braille writer, or electronic notetaker such as a Braille-n-Speak.*** A slate and stylus is a simple device that produces "handwritten" braille, the braille writer is a form of typing in braille, and the Braille-n-Speak allows information to be typed using the portable braille keyboard, saved, then accessed through the synthesized speech or interfaced with a computer. Braille can also be produced using a braille printer once material is digitized (print can be scanned when the print quality is good).
- ***Raised-line drawings of graphic materials are also possible.*** You can use a screenboard or a Raised-line Drawing Kit to make simple raised-line drawings, or you can ask another student to make drawings of graphics you use while lecturing. This method is only appropriate for very simple graphics that will be used during class discussion. You can construct a simple screenboard by using a clipboard, a piece of window screen, a piece of paper, and a crayon or wax pencil to draw the simple diagram or graph. SSS may be able to lend these to you.
- ***Use of complex graphics requires advance notice.*** For more complex graphics, let students know in advance what will be discussed in class, especially if the graphics are to be used as test material, so students can arrange to have graphics made. Some explanation to orient the student is usually required for more complex graphics. Significant lead time is required for SSS to produce quality tactile graphics.
- ***It is important to plan ahead.*** SSS may need to consult you on how to best simplify a drawing without eliminating information you consider essential. For courses that are very visual in nature, such as science courses, it may be necessary to begin the process before the semester starts.

Required accommodations are those listed on the Faculty Accommodation Form (FAF), as well as those negotiated with SSS staff. These are listed below along with other helpful strategies.

Classroom Guidelines

- ***Provide a brief description of the layout of the classroom and furniture.*** This is especially important if there are any changes from one class period to the next. Also consider any obstacles that might present a problem.

- ***Be prepared to change seating arrangements if necessary to improve the students' ability to see you or others.*** If the student has low vision, a seat in the front of the room may greatly improve his or her ability to participate effectively.
- ***If a class is moved or cancelled, remember that a note on the board or door may not be sufficient notification for a student with vision loss.*** Make sure that the message is delivered effectively to the student. If you don't have a phone number or email address for the student, contact SSS.
- ***Keep in mind that students may be oriented to take a specific route to class each time.*** If unexpected barriers occur (such as construction on a sidewalk), the student may have to seek assistance from someone to find an alternate route. Most students will be aware of time restrictions and will schedule their classes accordingly. Some barriers, however, are unpredictable. These barriers may result in tardiness on the student's part.
- ***Be ready to provide reading lists, syllabi or assignments in advance.*** This will allow the student time to have the materials translated into braille, read on tape, or printed in large print. By making textbooks and other readings available as far in advance as possible to the start of the course, faculty members assist in making it easier to obtain adapted materials. As you make textbook selections, please make this information available through your division office, the PHCC bookstore, and to any students who request it. Indicate if a previous edition will suffice, since an earlier edition may have already been recorded and would be available much more quickly. Students may call you to find out if there is any reading that is not made available through the bookstore, such as articles copied from journals, or anything put on reserve at the library. It is critical that these readings be available to the student as soon as possible.
- ***Consider the impact of the lighting on the student's ability to see.*** Avoid standing in front of a light source as this may cause a glare and make seeing you more difficult.
- ***Provide copies of PowerPoint slides on paper and/or diskette,*** or email these either directly to the student or to SSS to be brailled. Work out the specifics with each student. When creating a PowerPoint presentation, always use the auto layouts provided. If you create additional text boxes, the text in those boxes will not be accessible to students using adaptive technology.
- ***Facilitate the process for the student to use a classmate as a notetaker.*** You may be asked to help recruit a notetaker, either by referring individual students or by making a general announcement to the whole class. SSS may specify whether the student wants to be pointed out as the person to contact or would prefer not to be pointed out to the class as a person with a disability. Most people with disabilities that are not immediately visible prefer not to be pointed out to others, and we must honor this request.
- ***Provide copies of overheads, either on paper or electronically.***

- **Allow students to tape record lectures.** Students with disabilities are legally entitled to tape record lectures (if you have concerns, there is a Tape Recording Agreement form in Appendix B which you can ask students to sign).
- **Consider providing copies of your class notes.** Some faculty prefer to post these on a website for all students. Ask for assistance if needed to make your website accessible to screen readers.
- **Be aware that some students may choose to use notetaking devices that make some noise.** Some of these devices may include a braille writer, a laptop computer, an electronic notetaker, or a slate and stylus. Seating arrangements can be discussed to minimize the impact of the sound of these devices on other students.
- **Write clearly on boards or overheads with adequate spacing between words and lines.** Handouts and any printed materials including photocopies should provide maximum color contrast and adequate spacing. Be prepared to make large print copies or provide handouts on a computer diskette if requested.
- **Read aloud any material written on the board, on overheads or in PowerPoint slides.** Even though you have provided a copy of the overheads or slides, the student may be unable to read these in class. Reading what is on the overhead as you lecture will enable the student to follow the concepts and organization of your lecture more easily.
- **When pointing to an object of discussion, use the name of the object instead of "this" or "that."** If you are using the blackboard or other visual aids, describe verbally what you are showing to the class. Be specific in your descriptions. Make objects available for students to explore more fully before (preferably) or after class.
- **Loan a copy of charts, maps, or other large graphics to the student to follow during the class lecture, or if not possible, before or after class.**
- **Use contrasting colors and less figure and/or ground clutter to provide better viewing when demonstrating or showing an object.** Allow the student to move closer in order to see the object or allow for demonstration through a literal hands-on method.
- **Keep in mind that braille and large print differ from standard print.** If you are reading from a textbook or handout in class, remember that the page numbers in your copy may not correspond to braille or large print versions. In addition to giving the page number, also provide descriptive information about the section you are reading, such as "the fourth paragraph in Chapter 6."
- **When planning field trips, remember that students may need to make arrangements for a sighted guide or may need to become familiar with the new setting in advance.** Inform students well in advance of such activities. Another student in the class may be willing to be the sighted guide, and SSS and/or the student will provide information about how this is done. If there are no volunteers, SSS will do everything possible to provide a sighted guide.

- **Understand that laboratory work will be considerably more complex.** Certain assignments may require some type of adaptation, which should be agreed upon by the student and faculty member at the beginning of the course. Adaptations may include the student directing a lab assistant to take the necessary action required to complete a task that the student is physically unable to do. Some other tasks required of the lab assistant are to describe visual material in detail, and to read from and record in the lab manual. SSS can assist by hiring the lab assistant and providing him or her with some guidelines. You and other faculty in your department might be able to help us recruit someone who is familiar with your lab procedures.

Testing Guidelines

- **Discuss plans for modifying testing procedures prior to the first exam.** You and the student should agree on a mutually convenient method or combination of methods for testing accommodations in advance, with the option to modify as needed throughout the semester. Consider factors such as extended time, the availability of adaptive equipment, and a reduced distraction location for taking the exam. In addition, some students experience pain, fatigue, or fluctuations in vision that may require them to take a break during testing. Time and place are important factors. The Testing Center (Learning Resource Center – 2nd Floor) or SSS may be used to administer tests.
- **Determine which format will work best for your student.** The student may choose to get the exam in braille, in regular print (and use a magnification device), in large print with or without a CCTV or magnifier, on cassette tape, as raised-line diagrams, or on computer diskette to be used with an adapted computer. Some students may prefer having the test read onto an audiotape or by a live reader.
- **Understand and plan for the fact that, except for braille, faculty may assume responsibility for producing the test format themselves or in conjunction with department staff.** However, SSS is available to assist with this process as needed. A good option may be taping the test and either leaving appropriate space between questions for student responses, or using a second tape for answers.
- **Consider how students will record their answers to the exam.** They may write their answers on an answer sheet or directly on the test, record their answers on an audiotape, type into an adapted computer, use a CCTV, or use a scribe.
- **Provide extended time (double time is standard).** The use of adaptive equipment or an alternate format such as audiotape, large print or braille takes extra time.
- **Remember that the same accommodations that apply to full-length exams also apply to pop and other quizzes, in-class writing, or other in-class assignments.** For quizzes, the student should be scheduled to complete the quiz either the same day or as close as possible to the same day. A possible solution for quizzes when a reduced distraction room is not required would be to have the student start in class and finish after class. For in-class assignments consider giving the student until later that day or the next day. Discuss these issues in your initial meeting with the student.

ACCOMMODATIONS FOR STUDENTS WHO ARE DEAF OR HARD OF HEARING

The major challenge facing students who are deaf or hard of hearing is access to the spoken word. People with hearing loss make up a very diverse group. The impact of a hearing loss will vary from person to person. There are several factors that contribute to the diversity among people who are deaf or hard of hearing. Some of these factors are:

- Age of onset of hearing loss
- Degree of hearing loss
- Communication method
- Type of educational program(s) attended

As a result of the variety of these factors, there may be a significant impact on the student's written communication and/or reading comprehension. Students who were born deaf or became deaf soon after birth usually have learned English as a second language. Any deficit you may notice in the student's English skills is not a reflection of his or her intelligence.

Communication Issues

- The deaf or hard of hearing students you have in your class may use sign language, speech, or a combination of the two. It is best not to make assumptions about how a student will communicate.
- Students who are deaf or hard of hearing receive information in various ways: through an interpreter, speechreading, an Assistive Listening Device (ALD), real-time captioning, or a system of speech to text transcription.
- Sometimes students use a combination of accommodations (for example, an ALD and speech to text transcription).
- Having a student who is deaf or hard of hearing in your class does not mean you have to learn sign language. Although it is always appreciated when faculty learn some fingerspelling or some sign language (perhaps being able to say, "My name is..." or "Good morning. How are you?") to help put the student at ease, it is not expected that teachers who only occasionally have deaf or hard of hearing students in their classroom will learn to sign. Interpreters or transcribers will be provided upon request from the student to facilitate the communication in the classroom (or the lab, field trips, etc).
- If a student requests an interpreter or any other accommodation, direct the student to SSS to make the request.
- Always look at the student when you speak, whether or not an interpreter or transcriber is used.
- Address the student directly using first-person speech. Never say to an interpreter, "Tell him (or her)..."

- Speak naturally and clearly. Don't exaggerate lip movements or volume.
- Use appropriate facial expressions, gestures, and other natural body language.
- Students with significant hearing loss will likely use a TDD (Telecommunication Device for the Deaf) to communicate on the telephone. If you need to contact the student by phone and don't have a TDD, be aware that the Virginia Relay Service allows you to use your telephone to call a deaf student and have a conversation through an operator who types what you say to the student, and voices what the student types to you. Please refer to page 30 for information on using a TDD and the Virginia Relay Service. Email and instant messaging are becoming more convenient methods for contacting students, so feel free to ask the student the best way to contact them.

Using Interpreters

- Interpreters facilitate communication between you and your class and the student who is deaf or hard of hearing.
- Interpreters are certified professionals who train for many years to do their job and who abide by a code of ethics.
- Interpreters sign in the language or mode that the student prefers. This can include American Sign Language (ASL), signing in English word order, or somewhere along the continuum between the two. The oral interpreter mouths without voice what is being said so students can speechread more easily. The interpretation between the spoken and/or signed message requires processing time. The processing time is usually equivalent to a few words or concepts and may vary depending on the subject matter. The communication facilitated through the interpreter allows the student to receive information, make contributions to lectures or discussions, and have individual dialogues with students and faculty.
- The interpreter will usually stand or sit near the speaker. The student then has the option of viewing both you and the interpreter to more fully follow the flow of conversation.
- If you know a student uses an interpreter and you want to catch him or her in the hall but do not see the interpreter, communicating with written notes is appropriate. For lengthier discussion, give the student a note requesting an appointment time and asking the student to bring an interpreter. Due to a shortage of interpreters, the timing of this meeting may need to be negotiated.

Using Transcribers

- Transcribers also facilitate communication between you and your class and the student who is deaf or hard of hearing, by typing what is said onto a notebook computer using either standard word processing software or specialized abbreviation software. The transcript is transmitted via wireless cards to a notebook computer in front of the student, so that the student gets real-time access to the spoken word.

- The transcriber usually chooses to sit where overheads and PowerPoint presentations can be easily viewed, and doesn't necessarily have to sit near the student who is deaf or hard of hearing, since wireless cards are being used.
- Transcripts are provided only to the student who is deaf or hard of hearing (unless there is another student with a documented disability in the class who would use the transcript instead of a notetaker). If you would also like to receive the transcripts, please notify your transcriber. Please be aware that the transcripts are not word-for-word representations of what was said in class, but rather meaning-for-meaning, so your exact wording may not appear in the transcript, but the content of your lecture is there.

Using Assistive Listening Devices

- Many students who use hearing aids effectively in quiet environments have a difficult time following information presented in large college classrooms. In the classroom, the instructor's voice is competing with background noise, room echo, and distance. Therefore, the intelligibility of the instructor's voice is degraded by the poor room acoustics as well as the hearing loss. Most Assistive Listening Device systems (ALDs) use a microphone /transmitter positioned close to the instructor's mouth to send the instructor's voice through the air to the receiver worn by the student. By placing the microphone close to the instructor's mouth, ALDs can provide clear sound over distances, eliminate echoes, and reduce surrounding noises. Assistive Listening Devices have proven to be an effective teaching tool for students with hearing loss. Providing a good listening environment can have a major impact on an individual's academic performance.
- When ALDs are being used, it is helpful to repeat what is said off-mic. For example, if a question is voiced by a student in the class, repeating it on mic will ensure that the deaf or hard of hearing student gets the information, and will also likely benefit other students in the class.
- If a student or someone else in the classroom is going to speak for a protracted period of time, have that person wear the mic.
- If you are going to have a private conversation or leave the classroom, be sure to turn the transmitter unit off. Otherwise, you may be out of the classroom, but what you're saying isn't.
- The student will provide you with the mic and transmitter prior to each class. Return the equipment to the student at the end of class. The student is responsible for maintaining the equipment and making sure the batteries are charged.

Required accommodations are those listed on the Faculty Accommodation Form (FAF), as well as those negotiated with SSS staff. These are listed below along with other helpful strategies.

Classroom Guidelines

- **Do not stand in front of a light source.** Standing in front of a light source puts your face in a shadow, making it very difficult to speechread you.
- **Face the student when speaking.** Try to avoid speaking any time the student can't see your face, such as when you write on the board or walk around the room.
- **Don't block your face from view.** When using an overhead projector, stand to the side of the projector so that it doesn't block your face. If a PA microphone is used in a large classroom, keep the microphone below your mouth to facilitate speechreading.
- **Use visual aids whenever possible.**
- **Be specific when referencing information.** When referring to items on the board, try to be specific about the word or phrase you're making reference to by pointing directly to it.
- **Show captioned tapes.** When showing a videotape to the class, make sure it is captioned. Make sure any videos you purchase for classroom use are captioned. Videos may be 'open captioned' (always visible) or "closed captioned" (visible only when a decoder within the television reveals them). SSS has the ability to have videos open captioned, but this requires significant lead time. Please inquire at the beginning of the semester, or at any time for videos you use frequently and want to have captioned for future semesters.
- **For small classrooms, arrange desks in a semi-circle.** If that is not possible, the deaf or hard of hearing student may want to sit in front and to the side to better see you, the interpreter, and the rest of the class.
- **Be aware of noise level.** Hard of hearing students, whether or not they are using an ALD, may be very sensitive to environmental sounds, which tend to 'mask' speech. Background noise should be kept to a minimum.
- **Repeat comments from other students if needed.** If the interpreter or transcriber was unable to hear the comments, or if the student is using an ALD, repeating comments or questions from the class ensures the student gets the information.
- **When new materials are to be covered which involve technical terminology not in common usage,** supply a list of these words in advance to the student and the interpreter or transcriber.

- **Facilitate the process for the student to use a classmate as a notetaker.** You may be asked to help recruit a notetaker, either by referring individual students or by making a general announcement to the whole class. SSS may specify whether the student wants to be pointed out as the person to contact or would prefer not to be pointed out to the class as a person with a disability. Most people with disabilities that are not immediately visible prefer not to be pointed out to others, and we must honor this request.
- **Provide copies of overheads or PowerPoint slides, either on paper or electronically.**
- **Consider providing copies of your class notes.** Some faculty prefer to post these on a website for all students.

Testing Guidelines

Most students who are deaf or hard of hearing will be able to take examinations and be evaluated in the same way as other students. Accommodations may be needed for some.

- **Permit students to utilize an interpreter when necessary to assess their knowledge of content.** On written exams, due to idiomatic expressions and syntactic English subtleties, some students may require an interpreter to interpret the questions in their preferred mode of communication. A voice interpreter may also be needed when students are being assessed for performance on oral presentations or in discussions.
- **Allow the student who is deaf to sign test answers to you through an interpreter when this is indicated as an accommodation.** This can be an effective way to ensure the student understands the content of the class material, and is not getting stuck on the English verbiage.
- **Provide extended time (double time is standard).** Utilizing an interpreter to communicate the content of exams takes additional time. Extended time may also be recommended due to a student's lack of proficiency in English.
- **Remember that the same accommodations apply to pop and other quizzes, in-class writing, or other in-class assignments as to a full-length exam.** For quizzes, the student should be scheduled to complete the quiz either the same day or as close as possible to the same day. A possible solution for quizzes would be to have the student start in class and finish after class. For in-class assignments consider giving the student until later that day or the next day. Discuss these issues with the student as needed.

Using a Telecommunications Device for the Deaf (TDD)

A TDD is a device used by persons with hearing loss and/or speech impairments who cannot use a standard telephone (it is also known as a TTY). A TDD is located in the SSS office for use by students and faculty/staff. We will be happy to show you how to use the TDD

Using the Virginia Relay Service (If you are using your voice and do not use a TDD)

Dial: 711

www.varelay.org

This service enables you to have a telephone conversation with a person who cannot use a standard telephone due to a hearing or speech impairment.

Making a call using the relay service:

1. Dial the phone number above (711).
2. A Communications Assistant (CA) will answer.
3. Tell the CA you want to place a TDD call to (person's name) and give the phone number.
4. The CA uses a TDD to contact that person.
5. The CA will act as an interpreter to relay what both parties say.
6. The CA will let you know when the connection is made.
7. Talk in your normal speaking voice (you may want to slow down a little, but not too much). When you finish speaking, you will need to say "GA" or "go ahead" which signifies you are finished speaking at that time and it is the other person's turn.
8. Do not say "Tell him..." or "What does she..."—speak directly to the person you called.

Receiving a call from a person using a TDD through the relay service:

When you answer the phone, the CA will explain that you have a relay call from (person's name). Just begin talking to the person as you normally would ["Hello, this is (your name), GA"].

At the beginning of the relay call (whether you are placing the call or receiving the call), you may ask the CA to assist you in how to use this service.

NOTE: Contact SSS if you need any further assistance on using the Virginia Relay Service.

ACCOMMODATIONS FOR STUDENTS WITH LEARNING DISABILITIES (LD)

Students with learning disabilities (LD) by definition have average or better than average intelligence. Learning disabilities result from neurological differences that may alter an individual's ability to process, store, retrieve, or produce information. Some people with learning disabilities may have difficulty in only one of these areas; others may have difficulty in more than one. These difficulties may impact the following tasks:

- Reading
- Auditory processing
- Visual processing
- Writing
- Speaking
- Retrieving information from short-term memory
- Performing mathematical calculations

Every person processes information through a combination of a visual mode, an auditory mode, and a kinesthetic (or hands-on) mode. The difference for the person with learning disabilities is that one or more of these modalities may be impaired and the ability to attend to tasks is unreliable. This causes the message to become scrambled as it enters the brain during the learning process, and can trigger a scrambled response or output. The brain may not store information in an efficient manner, particularly when moving input from short-term to long-term memory. This results in poor memory, or difficulty retrieving information quickly in its complete form.

It is important to remember that students with this disability compensate by receiving and transmitting information in a modality or combination of modalities that works best for them, and may need extra time to "unscramble" information. They may learn to "learn differently," which does not mean they are "unable to learn."

It is not uncommon for people with learning disabilities to be undiagnosed or misdiagnosed. If you have a student you believe may need diagnostic testing for learning disabilities, please contact Student Support Services (SSS) for more information.

There is no one set of methods for each individual type of learning disability. The key to providing accommodations is to facilitate the student's ability to access and express information he or she has mastered. Otherwise, just as with the person who writes slowly due to a physical impairment, you risk "testing the disability" rather than what you wanted to test. (Please refer to "Faculty Responsibilities" on page 8 of this handbook for additional information.) The overall goal of classroom and testing accommodation is to allow the student to access his or her compensatory learning process through the following strategies.

Adaptive Technology

Many students with learning disabilities may use adaptive technology that assists them in accessing information and also in writing papers. An example is screen reader software that voices digitized text. Some screen readers have study strategies built in, such as the ability to add your own notes, highlight, color code, or bullet text easily. Another example is software to assist students to organize their writing by creating a concept map, and then outlining text from the graphic representations created.

Refer to Appendix H or the Disability Services website for a detailed list of technology available to students (www.ph.vccs.edu → “Student Info” → “Student Support Services” → “Disability Services” → “Information for Students” → “Assistive Technology and Other Resources”).

Required accommodations are those listed on the Faculty Accommodation Form (FAF), as well as those negotiated with SSS staff. These are listed below along with other helpful strategies.

Classroom Guidelines

- **Allow students to use equipment in the classroom** (e.g., tape recorders, electronic spellers, laptop computers, or assistive listening devices). Students with disabilities are legally entitled to tape record lectures (if you have concerns, there is a Tape Recording Agreement form in Appendix B which you can ask students to sign).
- **Facilitate the process for the student to use a classmate as a notetaker.** You may be asked to help recruit a notetaker, either by referring individual students or by making a general announcement to the whole class. SSS may specify whether the student wants to be pointed out as the person to contact or would prefer not to be pointed out to the class as a person with a disability. Most people with disabilities that are not immediately visible prefer not to be pointed out to others, and we must honor this request.
- **Provide copies of overheads or PowerPoint slides, either on paper or electronically,** or email these directly to the student, working out the specifics with each student. When creating a PowerPoint presentation, always use the auto layouts provided. If you create additional text boxes, the text in those boxes will not be accessible to students using adaptive technology.
- **Consider providing copies of your class notes.** Some faculty prefer to post these on a website for all students. Ask for assistance if needed to make your website accessible to screen readers.
- **Be available for individual questions about lecture content.** The opportunity to ask questions will increase students' understanding of information and concepts.
- **Hand out the syllabus as soon as possible to the student,** even before the semester starts if requested, and provide ample opportunity through office hours for the student to ask questions clarifying course requirements, projects, and timelines.
- **Make reading assignments available before the semester begins, especially for students who use books on tape or digital format.** By making textbooks and other readings available as early as possible prior to the start of the course, faculty members assist in making it easier to obtain adapted materials. As you make textbook selections, please make this information available through your division office, the PHCC bookstore, and to any students who request it, so students have sufficient time to make the necessary arrangements. Indicate if a previous edition will suffice, since an earlier edition may have already been recorded and should be available much more quickly. Students may call you to find out if there is any reading that is not made available

through the bookstore such as articles copied from journals, or anything put on reserve at the library. It is critical that these readings be available to the student as soon as possible.

- **Clarify concepts by breaking them down.** Provide tips or strategies on how to complete projects or prepare for exams. This is extremely helpful to the student with a learning disability and does not give the student an “unfair advantage” over the other students.
- **Have “model” papers/projects available** so the student can see what you consider excellent work and learn by example. You could either use work of past students or an example you work up yourself.
- **Provide a calendar that shows due dates for important assignments and tests.**
- **Provide instructions for exams and assignments in print as well as orally.**
- **Provide vocabulary lists.** Consider providing handouts of new or technical vocabulary with examples of terms used in context. This will allow all students, especially those with learning disabilities, to organize material presented in class.

Some of these techniques can benefit the average learner in your classroom as much as a student with a learning disability. Your availability through office hours is crucial for these students, for many of whom a five to ten minute interchange can make a world of difference.

Testing Guidelines

- **Provide extended time (double time is standard).** If the test is lengthy consider separating the testing into two days.
- **Provide a separate, reduced distraction room if needed.**
- **Consider arranging for alternate grading for everyone.** If alternate assignments to tests are equivalent measures to exams in your course, allow the student the opportunity to complete, for example, a paper or special project.
- **Put tests on cassette or allow readers** for students whose auditory processing ability is strong. A scribe or a tape recorder for responses may be needed for a student who can dictate excellent essays, but has difficulty writing them down. Allow a student who can organize thoughts well using a computer or typewriter to type out answers.
- **Permit use of calculators, electronic spellers, spelling dictionaries, scratch paper, etc. on exams.** If security is a concern with electronic devices, ask the student to show you the device and seek to understand its use from a functional perspective based on the test content, its format and the student's particular disability.

- ***Provide feedback on graded materials.*** After returning test results to students, allow students with learning disabilities to speak to you after class or during office hours so they can gain a clear understanding of their errors. Relate test content and format back to classroom lectures, projects, and reading material.
- ***If asked, provide clarification of test questions*** including rephrasing a question or substituting a less complex word for a non-substantive word on the test. This is a matter of helping the student figure out what the question is asking and/or may be part of the "unscrambling" process.
- ***Remember that the same accommodations apply to pop and other quizzes, in-class writing, or other in-class assignments as to a full-length exam.*** For quizzes, the student should be scheduled to complete the quiz either the same day or as close as possible to the same day. A possible solution for quizzes when a reduced distraction room is not required would be to have the student start in class and finish after class. For in-class assignments consider giving the student until later that day or the next day. Discuss these issues in your initial meeting with the student.

There is no one set of methods for each individual type of learning disability. The overall goal of classroom and testing accommodation is to allow the student to access his or her compensatory learning process through various strategies.

ACCOMMODATIONS FOR STUDENTS WITH MEDICAL DISABILITIES

There are many chronic diseases and medical conditions that may affect a student's educational pursuits on a continuing or periodic basis. The following are conditions which may require accommodations:

- diabetes
- seizure disorders
- severe allergies
- asthma
- sickle cell anemia
- post-polio syndrome
- low back injury
- muscular dystrophy
- multiple sclerosis
- lupus erythematosus
- kidney disease
- AIDS
- HIV
- rheumatoid arthritis
- chemical sensitivities
- cancer

Obviously, the symptoms of these illnesses vary greatly and, as a result, the accommodations that students need vary. Accommodation is determined on an individual basis as a result of discussion and planning between the student, Student Support Services (SSS), and faculty.

EMERGENCY SITUATION GUIDELINES

There are some medical conditions that may, at some time, cause an apparent emergency situation in the classroom. Knowing what to expect and what should be done can lessen anxiety and help keep the situation in perspective.

Phone Protocol

Render first aid yourself if you know how and send someone to call for help. Call 911 and give the following information and then wait for instructions:

- who is calling;
- exact location of the emergency;
- what has happened and what is being done.

Then call PHCC Security at 732-2406. Station someone outside the building to direct emergency people to the scene.

Seizures

Seizures have different causes and vary considerably in appearance. Students with epilepsy or other seizure disorders should talk to you at the beginning of the semester to let you know what symptoms they have and what you should do. The degree of severity ranges from a brief staring episode to a grand mal seizure. The latter is the more frightening to observe.

- Don't panic. Seizures are usually short and not life threatening.
- Protect the person from injury by removing chairs or desks, not letting a crowd form, and placing a towel or coat under the person's head if needed for protection.
- Do not try to force anything into the mouth.

- If a person seems to be having trouble breathing, turn the person on his or her side; or from behind, push the lower jaw up and out; or tilt the head back to open the airway.
- Following a seizure, the person may be sleepy or confused.
- Contact PHCC Security (732-2406) to help locate someone to take the student home if needed.

Insulin Reactions

Occasionally, a person with diabetes may experience a rapid drop in blood sugar, causing restlessness, irritability or confusion, followed by increasing stupor and loss of consciousness.

- The immediate need is for orange juice, a regular soft drink or something else sweet, followed shortly by more substantial food. Usually a person with diabetes will carry food.
- You may need to find and get it out of the person's purse, backpack, or pockets.
- Emergencies from elevated blood sugar do not happen rapidly, so don't worry about doing the wrong thing: give the drink or candy first.

The exception to this rule is if the person is losing consciousness. In this case do not give fluids or put food in the person's mouth. Call 911 for help, then call PHCC Security at 732-2406. Station someone outside the building to direct emergency people to the scene.

Breathing Emergencies

An allergic reaction, asthma or heart disease may cause a person to become short of breath.

- Staying calm will help diffuse the situation and allow you to use good judgment.
- Ask the student if he or she knows what is causing the problem and what helps.
- Follow any directions given by the person if he or she seems to be in control.
- The person may have medication to take, such as an epipen.
- If indicated, follow the phone protocol outlined above.

Environmental Illness or Chemical Sensitivity Disorder

If a student with Environmental Illness or Multiple Chemical Sensitivity Disorder is severely allergic to something in the classroom environment, it may be necessary to move the class to another building or a room with better ventilation. For example, chemical substances associated with new carpeting, painting, or other restoration work found in one building may not be found in another. If the allergy seems to be to something like the type of markers used on overheads, you can easily accommodate the student by finding another kind, or a different way to display information. Sometimes different cleaning materials can be substituted for those that might be causing problems. Faculty may need to encourage students in the class to avoid using hair sprays, perfumes or other chemicals on the days they have a class with these individuals. The Environmental Illness Letter from SSS is available as a means of documenting the disorder, and it gives a statement to be read to the class (a copy can be found in Appendix C). Symptoms include headaches, breathing difficulties, intestinal problems, memory loss, flu-like symptoms, dizziness, mental confusion, depression, and chronic exhaustion.

General Considerations

Since medical disabilities vary greatly, the implications and accommodations will vary greatly as well. An awareness of the possible implications of medical disabilities will help you determine teaching strategies and accommodations that might be helpful. Be aware of the following possibilities when teaching students with medical disabilities.

- ***The student's symptoms may vary during the semester.*** A student with a chronic illness may begin the semester in good health but have an episode or relapse during the semester. The need for accommodations, therefore, may vary from time to time.
- ***The student may have to miss classes occasionally or may have an extended absence.***
- ***The student may have symptoms that directly affect his or her ability to perform academically.*** Symptoms that may have a direct impact on learning include: difficulty concentrating, fatigue, memory and recall problems, and drowsiness. All of these symptoms can be caused by an illness or may be side effects of medications.
- ***The student may have other symptoms that affect his or her participation in other ways.*** It is important to be aware that many symptoms influence a person's ability to participate in class. For example, a student may not be able to tolerate sitting or standing for long periods of time and may need to have the freedom to change positions during the class period. Some illnesses or medications make a person susceptible to dehydration, so students with these illnesses may need to have water available or leave the classroom to get a drink occasionally. Even though these symptoms do not directly affect learning, they do have an impact on how the student engages in the learning process.
- ***The disability may be a "hidden" disability.*** There may not be outward signs that a student has a chronic illness. Students with "hidden" or "invisible" disabilities often have to deal with disbelief from others regarding the implications of their illness. This can lead to insecurities and hesitancy to request accommodations. The variability of symptoms may also contribute to the skepticism of those around them. It is important to be aware that variability of symptoms is common and a person doesn't have to "look sick" to have severe symptoms.
- ***Students with medical conditions may not be aware that they qualify for services available to people with disabilities.*** If a student reveals to you that he or she has a medical condition and the student is having difficulties in class, you may want to refer him or her to SSS.
- ***Chronic pain may result from the presence of many disabilities or illnesses.*** Pain has unique implications and impacts on learning. When a person is in pain, his or her ability to concentrate and perform mental tasks is often reduced. Chronic pain also results in fatigue, which in turn further reduces a person's capacity to concentrate. In addition, the medications that are prescribed for chronic pain often have a direct impact on concentration, memory, and alertness.

Required accommodations are those listed on the Faculty Accommodation Form (FAF), as well as those negotiated with SSS staff. These are listed below along with other helpful strategies.

Classroom Guidelines

- **Allow early access to syllabi and reading lists.** Getting organized ahead of time and beginning reading assignments early may help the student stay on track in case of later illness and absences.
- **Facilitate the process for the student to use a classmate as a notetaker.** You may be asked to help recruit a notetaker, either by referring individual students or by making a general announcement to the whole class. SSS may specify whether the student wants to be pointed out as the person to contact or would prefer not to be pointed out to the class as a person with a disability. Most people with disabilities that are not immediately visible prefer not to be pointed out to others, and we must honor this request.
- **Provide copies of overheads or PowerPoint slides, either on paper or electronically.**
- **Allow students to tape record lectures.** Students with disabilities are legally entitled to tape record lectures (if you have concerns, there is a Tape Recording Agreement form in Appendix B which you can ask students to sign).
- **Consider providing copies of your class notes.** Some faculty prefer to post these on a website for all students.
- **Support modifications in seating arrangements.** Seating location in the classroom can have an impact on ability to focus and concentrate.
- **Allow students to have beverages in class and/or tolerate them leaving the classroom for breaks.** Some medications cause thirst or dry mouth as a side effect.
- **Consider granting extensions on assignments.** Due to fatigue or other symptoms, it sometimes takes students with medical disabilities longer to complete assignments.
- **Provide flexibility in attendance policies.** Some instructors provide points for attendance. This approach may result in a lower grade for a student with a disability. Consider alternative ways for giving credit for participation, or increase the number of absences permitted before the grade is affected.
- **Grant incompletes or late withdrawals rather than failures in the event of prolonged illness-related absences.** Such cases may need to be reviewed or discussed with SSS and your division chair and vice president of academic and student development services.

Testing Guidelines

- **Provide extended time (double time is standard).** Since concentration ability may be compromised by either the illness or the medications, extended time may be an appropriate accommodation.
- **Consider providing exams divided into segments with rest breaks.** Students may need a break during an exam. In order to maintain the security of the exam, consider providing long exams in segments so that the student can leave the room if needed during the break.
- **Provide reduced distraction rooms to take exams.** For students whose medication or illness causes concentration difficulties, taking a test in an environment with fewer distractions may improve performance.
- **Remember that the same accommodations apply to pop and other quizzes, in-class writing, or other in-class assignments as to a full-length exam.** For quizzes, the student should be scheduled to complete the quiz either the same day or as close as possible to the same day. A possible solution for quizzes when a reduced distraction room is not required would be to have the student start in class and finish after class. For in-class assignments consider giving the student until later that day or the next day. Discuss these issues in your initial meeting with the student.

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ACCOMMODATIONS FOR STUDENTS WITH PSYCHIATRIC DISABILITIES

Psychiatric illnesses can affect individuals of any age, gender, and intellectual group. The onset of these illnesses can occur at any developmental period, but the onset of many types of psychiatric illnesses most commonly occurs between the ages of 18 and 25. This is of critical importance to those of us working in postsecondary education settings since at most institutions the majority of students fall within this age range. A psychiatric illness is considered a “disability” when it results in a substantial limitation in a major life activity.

In the higher education setting, students with psychiatric disabilities have been typically underserved. The impact of these disabilities on academic achievement is not widely understood or recognized. Psychiatric disturbances are grouped into a number of categories including psychoses, organic brain syndromes, substance abuse, mood disorders and personality disorders. There are many treatments available to individuals with psychiatric disabilities, including both medication and mental health therapy.

The stigma of psychiatric labels, the stereotypes that come with these labels, and concerns over disruptive behavior (generally unfounded) often result in exclusion and isolation for the student with a psychiatric disability. Recognizing that disruptive behavior is not a defining characteristic of most people with psychiatric disabilities is important. Not every student who has a psychiatric disability is disruptive. Most are not. The converse is also true: Not every student who is disruptive has a psychiatric disability.

Many persons in this group are without sufficient community support and relevant interventions. The higher degree of social stigma also separates this group from the rest of the population of persons with disabilities at PHCC, and may prevent us from providing adequate support. Sometimes students choose not to seek assistance from Student Support Services (SSS), and prefer not to request accommodations from their instructors. Some choose to identify themselves to SSS, but not to their instructors. Others will approach you and ask for accommodations in the same way as any other student with a disability.

Issues that arise with these students may be a result of the disorder itself, the medication taken to control symptoms, or a combination of the two. Environmental factors may also have an impact. Functional limitations include difficulty concentrating and staying focused during stressful situations (including exams), maintaining orientation to the physical layout of campus, and selecting appropriate courses and a workable course load. Social skills involved in one-to-one and group interactions vary widely.

Students with psychiatric disabilities have accommodation needs just as other students with disabilities do. Individual students must identify themselves and provide documentation to SSS if services are needed.

General Considerations

- ***The need for accommodations may vary from time to time.*** The student’s symptoms may vary during the semester. A student with a psychiatric disability may begin the semester in good health, but may have an episode during the semester.

- ***The student may have to miss classes occasionally or may have an extended absence.***
- ***The student may have symptoms that directly affect his or her ability to perform academically.*** Symptoms that may have a direct impact on learning include: difficulty concentrating, fatigue, memory and recall problems, and drowsiness. These symptoms can be caused by the disability or may be side effects of medications.
- ***Psychiatric disabilities are “hidden” disabilities.*** Psychiatric disabilities have long carried a certain stigma. These disabilities are sometimes misunderstood or perceived in a negative light. Students with these disabilities sometimes express concerns that they will be treated differently or discriminated against once their disability is revealed. These students, therefore, may not get accommodations that would allow them to perform at their full potential. Faculty and staff can help to break this cycle by providing a safe and supportive atmosphere for students and by taking students who disclose their disabilities seriously.
- ***Students with psychiatric disabilities may not be aware that they qualify for services available to people with disabilities.*** If a student reveals to you that he or she has a psychiatric disability and the student is having difficulties in class, you may want to refer him or her to SSS.

Some of the more commonly diagnosed psychiatric illnesses are described briefly at the end of this section.

Required accommodations are those listed on the Faculty Accommodation Form (FAF), as well as those negotiated with SSS staff. These are listed below along with other helpful strategies.

Classroom Guidelines

- ***Allow early access to syllabi and reading assignments.*** Getting organized ahead of time and beginning reading assignments early may help the student stay on track in case of later absences.
- ***Facilitate the process for the student to use a classmate as a notetaker.*** You may be asked to help recruit a notetaker, either by referring individual students or by making a general announcement to the whole class. SSS may specify whether the student wants to be pointed out as the person to contact or would prefer not to be pointed out to the class as a person with a disability. Most people with disabilities that are not immediately visible prefer not to be pointed out to others, and we must honor this request.
- ***Provide copies of overheads or PowerPoint slides, either on paper or electronically.***
- ***Allow students to tape record lectures.*** Students with disabilities are legally entitled to tape record lectures (if you have concerns, there is a Tape Recording Agreement form in Appendix B which you can ask students to sign).

- **Consider providing copies of your class notes.** Some faculty prefer to post these on a website for all students.
- **Support modifications in seating arrangements.** Seating location in the classroom can have an impact on ability to focus and concentrate.
- **Allow beverages in class and/or tolerate the student leaving the classroom for breaks.** Some medication regimes cause extreme thirst as a side effect.
- **Offer alternative ways of completing assignments.** For example, a student with severe anxiety may perform better doing a written assignment or a pre-recorded presentation versus an oral presentation. In doing so, do not lower your standards, just consider other ways that the course objectives might be met.
- **Allow for periodic appointments outside of class to discuss progress, provide support and feedback.** A symptom of some psychiatric illnesses is extreme self-doubt, while other illnesses may result in an inflated self-esteem. Meeting with the student regularly to give the student a realistic picture of his or her progress in your class may help the student stay on track.
- **Provide flexibility in attendance policies.** Some instructors provide points for attendance. This approach may result in a lower grade for a student with a disability. Consider alternative ways for giving credit for participation, or increase the number of absences permitted before the grade is affected.
- **Allow the student to take an incomplete or a late withdrawal rather than failure in case of prolonged absences due to severe symptoms or hospitalization.** Such cases may need to be reviewed or discussed with SSS and your division chair and vice president of academic and student development services.

Testing Guidelines

- **Provide extended time (double time is standard).** Since the ability to concentrate may be compromised by either the illness or the medications, extended time may be an appropriate accommodation.
- **Provide reduced distraction rooms to take exams.** Being easily distracted is a symptom of some psychiatric disabilities. Taking a test in an environment with fewer distractions may improve performance.
- **Remember that the same accommodations apply to pop and other quizzes, in-class writing, or other in-class assignments as to a full-length exam.** For quizzes, the student should be scheduled to complete the quiz either the same day or as close as possible to the same day. A possible solution for quizzes when a reduced distraction room is not required would be to have the student start in class and finish after class. For in-class assignments consider giving the student until later that day or the next day. Discuss these issues in your initial meeting with the student.

Commonly Diagnosed Psychiatric Illnesses

- **Anxiety Disorder:** This can be diagnosed as either a generalized anxiety disorder or a panic disorder. Symptoms can include changes in sleep patterns, rapid heart rate, dizziness and fainting, tremors, tension, and general uneasiness. People with anxiety disorders often seem to be unable to relax. They may focus on mistakes, worries, regrets, or potential future problems.
- **Bipolar Disorder:** This disorder is characterized by the alteration between two states: mania and depression. It is also called manic-depressive disorder and bipolar affective disorder. In the manic phase, individuals may experience an inflated self-esteem, a decreased need to sleep, inappropriate irritability, grandiose notions, poor judgment, inappropriate social behavior, and disconnected and racing thoughts. In the depressive phase, individuals may experience any of the characteristics associated with a diagnosis of depression including but not limited to feelings of worthlessness, inactivity, appetite changes, and feelings of sadness.
- **Dysthymia:** This is another type of depression that is less severe in nature. It involves more long-term, chronic symptoms that do not disable but keep a person from functioning at full capacity or from feeling good about himself or herself. Individuals who experience dysthymia can have episodes of major depression.
- **Major Depression:** A person can be diagnosed with depression at any age. Characteristics of major depression include a persistent sad or anxious mood, feelings of sadness, inactivity, difficulty with thinking and concentration, thoughts of suicide, insomnia, feelings of worthlessness, feelings of guilt, an increase or decrease in appetite, and persistent physical symptoms such as headaches and stomach aches. Depression affects a person's mind, body and thoughts, and certainly affects the way a person feels about himself or herself.
- **Obsessive-Compulsive Disorder:** Individuals with this disorder think thoughts or behave in ways they do not want to. They cannot control their behavior despite recognizing that the behavior is bizarre, unhealthy, irrational, or illegal. Individuals may not always act out obsessive thoughts but the thoughts disturb the person and prevent him or her from functioning in daily life. Compulsive behavior is repetitive and ritualistic in nature, and although perceived as bizarre, seems purposeful to the individual.
- **Phobia:** Phobias are extreme, irrational fears that severely interfere with an individual's daily functioning. Everyone has certain fears. However, an individual diagnosed with this disorder has a fear to such an irrational extent that life becomes severely disrupted.
- **Schizophrenia:** This psychiatric illness is categorized as a psychotic disorder. Schizophrenia is characterized by extreme distortions of reality and a loss of contact with the environment. Some characteristics include a retreat from reality, emotional blunting, and disturbed thinking. All of these characteristics can vary in severity within individuals. Individuals may experience hallucinations, delusions, withdrawal, loss of self-control, and bizarre behavior. A diagnosis of schizophrenia is very serious and ultimately can affect all functional areas of an individual's life.

ACCOMMODATIONS FOR STUDENTS WITH SPEECH DISABILITIES

Speech impairments include a wide range of disorders including, but not limited to:

- difficulty in the expression of language
- stuttering
- reduced muscle control or paralysis of part or all of the vocal tract, such as sometimes characteristic of cerebral palsy
- the removal of the larynx or other structures due to trauma, cancer or other diseases

In addition, many persons who have hearing impairments will have speech impairments.

Now that more persons with severe physical limitations are exercising their rights in higher education, the instructor will likely meet individuals who cannot use the spoken word as their primary means of communication. For these persons, an Augmentative and Alternative Communication (AAC) system may be used. AAC systems vary widely from very simple communication boards to the sophisticated electronic devices which produce synthesized or digitized speech output.

Required accommodations are those listed on the Faculty Accommodation Form (FAF), as well as those negotiated with SSS staff. These are listed below along with other helpful strategies.

Classroom Guidelines

- ***If you notice a student has a speech impairment, encourage him or her privately to talk with you about it.*** In most cases, the student with the speech impairment is the best person to evaluate his or her needs and to make these needs known to the instructor. The instructor should make every attempt as early as possible to work with those individuals to make modifications which would allow the students to participate in the class.
- ***Know when to contact Student Support Services (SSS).*** There may be cases in which the student cannot indicate his or her needs effectively, and the instructor may not be aware of what modifications can be made to assist the student. In these cases, the instructor may want to contact specialists who can provide consultation. SSS can refer to other professionals as needed.
- ***Be supportive when the student attempts to express him or herself.*** Some students with speech impairments may be hesitant to participate in course-related activities that require speaking. It is important for the instructor to be supportive and respond to all appropriate attempts at self-expression by the student whether during or outside class.
- ***Be patient while the student is speaking.*** Do not attempt to hurry the student along or finish the student's sentences. This may increase the student's anxiety that, in turn, is likely to make it more difficult for the student to express him or herself. In many cases

(especially for persons who stutter or who use Augmentative and Alternative Communication) it takes an individual with a speech impairment considerable time to express an idea.

- **Ask the student to repeat words or phrases that you do not understand.** Making an effort to truly understand the student communicates your positive regard for the student and recognizes him or her as an integral part of the class.
- **Once the student is finished speaking, summarize his or her statement or question to make sure that you understand.** Never pretend to understand when you do not. Most people quickly recognize this and this discourages the student from attempting to participate in the future.
- **Some students with speech-related disabilities may prefer not to speak in class.** Do not compel the student to speak, but consider agreeing upon a cue for the student to give you if he or she does want to participate in the conversation.
- **Never assume that because a person has difficulty speaking, that his or her comprehension is limited in any way.** Communicate with the student in the same way you communicate with other students.
- **Students may prefer to type or write their comments or questions and have another student read them aloud.** Some students may also use technology such as voice synthesizer software to participate in class discussions.
- **Consider modifying assignments such as class presentations.** Alternatives may include having the student present the material to you, accepting a paper instead of a presentation, permitting the use of a voice synthesizer, or having the student design a website or multimedia presentation to show to the class.
- **Alterations in how course requirements are met or course substitutions may need to be considered for speech communications class.** The approach to this will differ among students and may depend on the student's curriculum.

Testing Guidelines

- **Make modifications in testing procedures as necessary.** When the student also has a physical impairment, such as cerebral palsy, modifications may be needed based on the physical disability. Students who use communication boards may not have vocabulary specific to the courses they take. We may be able to help students to modify their communication systems by adding the necessary vocabulary.
- **Refer to the section "Students who Use Wheelchairs or Have Other Mobility Impairments"** starting on page 47 for more information.

ACCOMMODATIONS FOR STUDENTS WHO USE WHEELCHAIRS OR HAVE OTHER MOBILITY IMPAIRMENTS

Some of the disabilities that limit mobility include:

- spinal cord injuries
- cerebral palsy
- arthritis
- muscular dystrophy
- amputation of limbs
- back injuries
- multiple sclerosis
- injuries to limbs
- spina bifida

There are many other physical conditions that result in limitations in mobility. A student's mobility limitations may be consistent throughout the semester or may fluctuate depending on the cause of the disability.

Physical access is one of the major concerns of students who use wheelchairs or have limited mobility. Students must learn routes to and from classes and across campus that do not present barriers. A barrier may be a stair, a curb, a narrow walkway, a heavy door, an elevator door that has no delay mechanism, a crowded elevator, a vehicle blocking a curb cut or ramp, or a sign in the middle of a walkway. Physical barriers also include objects such as books, equipment, and laboratory materials which students must manipulate in order to complete course requirements.

It is difficult to make generalizations about the needs of students who use wheelchairs since some students are, for example, able to stand for short periods of time, while others are not able to stand at all. Some students have full use of their upper limbs, while others have minimal or no use of their upper limbs. For those who have limited hand use and upper body strength, the need for accommodation will be greater.

Most students who use wheelchairs will ask for assistance if they need it. It is best not to assume automatically that assistance is required. An offer of assistance is fine and is often very much appreciated, but do not insist, and accept a "no, thank you" graciously.

Adaptive Technology

Students with mobility impairments use a variety of types of adaptive technology, from canes and walkers to adapted computer systems. Computer adaptations include voice recognition software, mouthsticks or headsticks used to hit the keys, adapted keyboards, trackballs, and systems that allow the person to select something on the screen using eye gaze. For information about technology available on campus to students with mobility impairments, refer to Appendix H.

Additionally, as we add new equipment and technology, we will update our website. Please refer to the website for the most updated list of technical resources available (www.ph.vccs.edu → "Student Info" → "Student Support Services" → "Disability Services" → "Information for Students" → "Assistive Technology and Other Resources").

General Considerations

- ***If a classroom or faculty office is inaccessible, it will be necessary to find an accessible location or alternate class section that is held in an accessible location.*** SSS will work with the division office regarding room scheduling to assist faculty members and students as necessary. The need for an accessible table able is discussed below.
- ***An accessible/adjustable table may need to be placed in a classroom.*** The student should contact SSS to request the table. Ask the student where he or she would like the table placed. Ideally, the table would be placed prior to the beginning of classes or soon after classes begin and would remain in that location throughout the semester. Some students with back injuries also require a table and chair. Please do not move this furniture to department offices or locations other than classrooms since they are placed in classrooms specifically for use by students with disabilities.
- ***Theater-type classrooms with raised seating may present difficulties*** unless there is a large enough flat floor space in the front or rear of the room for a person to position a wheelchair (there must also be an entrance to and from that level).
- ***Classrooms with adjustable, movable tables and chairs are more accessible to students in wheelchairs than are rooms with standard table/chairs.***
- ***Keep in mind that students may need to wait for an elevator, take a circuitous (but accessible) route, wait for assistance in opening doors and maneuver along crowded paths and corridors.*** Most students will be aware of time restrictions and will schedule their classes accordingly. Some physical barriers, however, are unpredictable. An elevator may not operate. Construction may begin on a sidewalk mid-semester. These barriers may result in tardiness on the student's part.

Required accommodations are those listed on the Faculty Accommodation Form (FAF), as well as those negotiated with SSS staff. These are listed below along with other helpful strategies.

Classroom Guidelines

- ***Facilitate the process for the student to use a classmate as a notetaker.*** You may be asked to help recruit a notetaker, either by referring individual students or by making a general announcement to the whole class. SSS may specify whether the student wants to be pointed out as the person to contact or would prefer not to be pointed out to the class as a person with a disability. Most people with disabilities that are not immediately visible prefer not to be pointed out to others, and we must honor this request.
- ***Provide copies of overheads or PowerPoint slides, either on paper or electronically.***

- **Allow students to tape record lectures.** Students with disabilities are legally entitled to tape record lectures (if you have concerns, there is a Tape Recording Agreement form in Appendix B which you can ask students to sign).
- **Consider providing copies of your class notes.** Some faculty prefer to post these on a website for all students.
- **Provide minimal physical assistance if needed.** If you have the class follow along with pages in a text or workbook, the student may need a classmate to help physically manipulate the pages. In the event that the student consistently needs significant physical assistance, SSS will contract with another student in the class to assist.
- **If a course involves field work or field trips, evaluate whether the destination is accessible, and work out transportation.** PHCC has a van equipped with a wheelchair lift (students should arrange to try out this van ahead of time since it may not meet all students' needs). Since students who use wheelchairs may not have the same ability to car-pool that other students without transportation have, this van is a good alternative. To reserve it, call Jo Koger, Van Coordinator (732-3856 or 732-0876) as soon as you know the dates of your trip. The van is used for many other purposes, so early reservation may be necessary. When used to transport a student with a disability for class activities there is no charge. If it is not possible to make a site accessible, alternative assignments that provide similar learning experiences can be discussed.
- **In physical education classes enlist the assistance of a classmate or provide it yourself if minimal assistance is needed.** Classmates are usually more than willing to assist, if necessary. These classes often can be modified so that students in wheelchairs can participate. Most students know their limitations and their needs and will discuss these with you. Call SSS when accommodation issues arise and you are unsure what to do.
- **Classes taught in laboratory settings (e.g., sciences, clinicals, and art studios) will usually involve some modification of the workstation.** Considerations include: under-counter knee clearance, working counter-top height, horizontal working reach, and aisle widths. Working directly with students is the best way to provide modifications to the workstation. However, if a station is modified in accordance with established accessibility standards it will be usable by most students in wheelchairs.
- **Students who may not be able to participate in a laboratory class without a lab assistant should be allowed to benefit from the actual lab work to the fullest extent.** Students can give all instructions to a lab assistant, such as what chemical to add, what type of test tube to use, or where to dispose of used chemicals. The lab assistant may need to record answers in the lab manual. Students should do everything except the physical manipulation. SSS can assist by hiring the lab assistant and providing him or her with some guidelines. You and other faculty in your department might be able to help us recruit someone who is familiar with your lab procedures.

Testing Guidelines

- **Allow dictation of responses into a tape recorder (physical assistance may be requested in setting up equipment) or use a scribe who writes as the student responds orally.** Using a secretary or work-study to write out what the student has tape-recorded is an option.
- **Provide extended time (double time is standard).**
- **Allow the student to record answers on blank paper or to circle responses on the exam itself.** If necessary, department staff or SSS staff can then transfer answers to the scan sheet.
- **Provide a separate time in a reduced distraction room if indicated by the type of accommodation (e.g., if the student is taping his or her answers).**
- **Remember that the same accommodations that apply to full-length exams also apply to pop and other quizzes, in-class writing, or other in-class assignments.** For quizzes, the student should be scheduled to complete the quiz either the same day or as close as possible to the same day. A possible solution for quizzes when a reduced distraction room is not required would be to have the student start in class and finish after class. For in-class assignments consider giving the student until later that day or the next day. Discuss these issues in your initial meeting with the student.
- **If the student fatigues easily, you may need to break up the test into separate sessions.**



Student Support Services
2nd Floor – Learning Resource Center
(276) 656-0296 (voice/tdd)
(276) 656-0327 (fax)
sss@ph.vccs.edu

Faculty Accommodations Form (FAF)

Student Name:
Empl ID:

Course:
Semester:

This certifies that this student has presented documentation of a disability and is legally entitled to the following accommodations. Implementation of accommodations should not compromise academic standards or alter the integrity of the course content. This information is CONFIDENTIAL and should not be shared with other faculty, staff, and students without this student’s specific permission. If you need assistance to implement these accommodations, please contact Student Support Services.

Accommodations Required

- Extended Time for Testing
- Reader/Scribe for Testing
- Reduced Distraction for Testing

Note to Faculty: For extended time you may use the Testing Center. For readers, scribes or reduced distraction, Student Support Services is available to provide this service and proctor the exam. The student must schedule an appointment for this directly with SSS and **instructors should submit the exam directly to the SSS office.** For all testing accommodations the student is expected to take the test on the regularly scheduled day.

Questions about accommodations should be directed to Student Support Services. Faculty and staff do not have the right to access the student’s diagnostic information or refuse to provide authorized accommodations. Faculty and staff do have the right to request clarification on the reasonableness of an accommodation.

SSS Counselor: _____ Date: _____

Student: _____ Date: _____

Instructor: _____ Date: _____

Instructor: Please sign this form and retain a copy for your records.

Achieving reasonable accommodations for students with disabilities involves shared responsibility between students, faculty, staff, and Student Support Services. A person with a disability is defined as any person who (1) has a physical or mental impairment which substantially limits one or more major life activities, (2) has a record of such an impairment, or (3) is regarded as having such an impairment.

Students with disabilities have the responsibility to:

- Self-identify concerning disability status to Student Support Services
- Provide Student Support Services with appropriate documentation for the accommodations requested
- Meet with Student Support Services EVERY SEMESTER to determine accommodations for THAT SEMESTER
- Meet privately with faculty and staff to present Faculty Accommodations Form and to discuss accommodations in a timely manner
- Return signed copy of this form to Student Support Services
- Remind instructor of testing accommodations when exams are announced

Responsibilities of Faculty/Staff:

If notified in writing (form on opposite side serves as written notification) faculty and staff have the responsibility to:

- Meet with student with disability to discuss arrangements for accommodations
- Provide required accommodations in a reasonable and timely manner (only from the time Faculty Accommodation Form is presented; accommodations are NOT retroactive)
- While providing accommodations, hold student with disability to same academic standards as other students and evaluate accordingly
- Place statement on syllabus instructing students with disabilities to contact Student Support Services to access disability services (see copy of syllabus statement on “Disability Services” web page)

If request is not in writing (student verbally discloses disability or requests accommodations directly):

- Refer student to Student Support Services
- Do not provide accommodations until receive official notification (Faculty Accommodations Form)
- HOWEVER, if the disability is visible and the accommodations appear obvious/appropriate, provide the accommodations while awaiting official notification (Faculty Accommodations Form).

Students with disabilities are required to meet with Student Support Services EVERY SEMESTER to determine the accommodations for each course. Even if you know a student and are aware of his/her disability, or you have had a student in another course in which you provided him/her accommodations, please do not provide accommodations unless the student has given you a Faculty Accommodations Form for THAT course for THAT semester. Accommodations do not automatically carry over to the next semester.

Additional information and resources for students and faculty/staff are available at:

www.ph.vccs.edu → “Student Info” → “Student Support Services” → “Disability Services”



Student Support Services
2nd Floor – Learning Resource Center
(276) 656-0296 (voice/tdd)
(276) 656-0327 (fax)
sss@ph.vccs.edu

Tape-Recording Agreement

Student:

Empl ID:

Instructor:

Course:

Term:

Patrick Henry Community College Tape-Recorded Lecture Policy Agreement

Students with disabilities who are unable to take or read notes have the right to tape record class lectures for their personal study only (**84.44 of Section 504 of the Rehabilitation Act of 1973 P.L. 93-112, amended P.L. 93-516**). Lectures taped for this purpose may not be shared with other people without the consent of the instructor. Tape-recorded lectures may not be used in any way against the faculty member, other lecturers, or students whose classroom comments are taped as part of the class activity. Information contained in the tape-recorded lecture is protected under federal copyright laws and may not be published or quoted without the express consent of the instructor and without giving proper identify and credit to the lecturer.

Student Pledge

I have read and understand the above policy on tape-recorded lectures. I pledge to abide by the above policy with regard to lectures I tape while enrolled in this class and will destroy all tapes at the conclusion of this course.

Student Signature

Date

Witness

Date

cc: Student
Instructor
Student Support Services

APPENDIX C



Student Support Services
2nd Floor – Learning Resource Center
(276) 656-0296 (voice/tdd)
(276) 656-0327 (fax)
sss@ph.vccs.edu

To:

From: Scott Guebert, Disability Counselor

Date:

Subject: Environmental illness

Course:

In order to meet PHCC's responsibility to accommodate students with disabilities, please read the following statement to students in this class:

A student in this class has an environmental illness and becomes physically ill when exposed to trace amounts of chemicals, such as perfume and scented hairspray, that are typically tolerated by others. Would you please refrain from wearing perfume, after shave, or other scented products to this class.

Thanks for your support.

APPENDIX D:

Statement for Course Syllabi

The Section 504/ADA Coordinator requests that the following statement be included on every syllabus.

If you have a disability or other need for reasonable accommodation in order to successfully complete the requirements of this course, please contact Student Support Services [2nd Floor – Learning Resource Center, 656-0296 (voice/tdd) or 800-232-7997 ext. 0296, sss@ph.vccs.edu] to discuss this matter confidentially.

It will also help if you make a brief announcement or read this statement out loud the first day of class. This will show students who may be apprehensive that you are aware needs may exist and that you are approachable.

This statement can be copied from the web at www.ph.vccs.edu → “Student Info” → “Student Support Services” → “Disability Services” → “Information for Faculty and Staff” → “Disability Statement for Syllabus.”

APPENDIX E

Language and Disability

Many people still view persons with disabilities as individuals to be pitied, feared, or ignored. These attitudes may arise from discomfort with individuals who are perceived to be different or simply from a lack of information.

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 the dignity of people with disabilities. The following are examples of positive and negative phrases. Note that the positive phrases put the person first.

Affirmative Phrases	Negative Phrases
person with a psychiatric disability	crazy, nuts
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 from hearing loss, the deaf, deaf and dumb, deaf-mute
person who has multiple sclerosis	afflicted by MS, victim of, stricken by
person with epilepsy, person with seizure disorder	epileptic
person who uses a wheelchair, wheelchair user	confined or restricted to a wheelchair, wheelchair-bound
physically disabled	crippled, lame, deformed
unable to speak, uses synthetic speech	dumb, mute
seizure	fit
successful, productive	has overcome his/her disability
says she/he has a disability	admits she/he has a disability
person without a disability	normal person (implies that the person with a disability isn't normal)

Source: *The President's Committee on Employment of People with Disabilities*

Disability Etiquette

Outlined below are the *Ten Commandments of Etiquette for Communicating with People with Disabilities*.

1. When talking with a person with a disability, speak directly to that person rather than to 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 help, 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 the 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 a 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 speechread, be sensitive to their needs by placing yourself so that you face the light source and keep hands, cigarettes, and food away from 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 seem to relate to a person's disability. Don't be afraid to ask questions when you're unsure of what to do.

APPENDIX G

Comprehensive List of Accommodations (Services and Equipment) Available for Students with Disabilities

The following are available to students with disabilities based on individualized assessment of each student's disability-related needs:

Services

- Counseling:
 - Personal
 - Academic Advising
 - Career Guidance
 - Disability Management
- Tutoring
- Personal Assistants
- Sign Language Interpreters
- Notetakers
- Readers
- Scribes
- Typing/Transcription
- Course Substitutions
- Relocating classes to accessible building/rooms
- Large Print Materials
- Taped Texts/Materials
- Alternate Exams/Materials
- Reduced Distraction Testing
- Extended Time for Exams/Projects
- Accessible Transportation

Equipment

- Accessible Rooms/Furniture
- Accessible computer workstations
- Large screen monitors
- Adaptive keyboards (Datalux)
- Adaptive mice (Kensington trackball)
- Text-scanning software with voice output (OpenBook)
- Voice-controlled software for hands-free computer operation (DragonDictate)
- Voice-controlled dictation software (NaturallySpeaking)
- Screen reading software with voice output (JAWS)
- Text-enlarging software with voice output (ZoomText Xtra)
- Composition software (textHELP, Write Outloud)
- Electronic keyboards (AlphaSmart Pro)
- 4-track cassette tape & CD players
- Speaking electronic dictionary (Franklin Speller)
- Closed-circuit television (CCTV) – portable and stand-alone
- Assistive listening device (ALD)
- Telecommunication Device for the Deaf (TDD)
- Lighted magnifier
- Book stands

APPENDIX H
Assistive Technology and Other Resources

**Adaptive Equipment and Computer Technologies for Students
Who Are Blind or Who Have Low Vision**

Adaptation	Description	Brand Name
Screen reader	Text-to-speech software that uses synthesized speech to read text, menus, buttons, dialogue boxes, etc.	<ul style="list-style-type: none"> • JAWS
Document reader and screen magnification	Text-to-speech software that uses synthesized speech to read what is on the screen or on the clipboard (it is not as powerful as a screen reader)	<ul style="list-style-type: none"> • Zoom Text • readplease.com (free download)
Screen magnification	Software that allows for enlargement on the screen	<ul style="list-style-type: none"> • Zoom Text
Optical character recognition (OCR) software (used with a scanner)	Software that converts a printed page that has been scanned into electronic format (text file) for speech output or storage	<ul style="list-style-type: none"> • OpenBook
Voice recognition	Software that allows one to dictate to the computer which recognizes and digitizes one's voice	<ul style="list-style-type: none"> • Dragon Dictate • Dragon Naturally Speaking
Dictionary/thesaurus	Small portable devices that have synthesized speech output	<ul style="list-style-type: none"> • Franklin Dictionary and Thesaurus
Text magnification	CCTV - closed circuit television	<ul style="list-style-type: none"> • Magni-View • SuperVlew
Tape/CD players	To listen to both 2 and 4 track tapes and CDs (audio books)	<ul style="list-style-type: none"> • Recording For the Blind and Dyslexic

**Adaptive Equipment and Computer Technologies for Students
Who Are Deaf or Hard of Hearing**

Adaptation	Description	Brand Name
Assistive Listening Device (ALD)	Personal FM assistive listening device	<ul style="list-style-type: none"> ● Williams Sound
Telephone Access	TDDs (Telecommunication Device for the Deaf) is available in Student Support Services office for use by students, faculty/staff, public	<ul style="list-style-type: none"> ● Ultratec Superprint
General	Information and demonstration of assistive listening devices, TDDs, and phone amplification	
Spell checkers/ grammar checkers	Software that is built into many word processors	
Spellers	Electronic speller that provides words and definitions; spelling dictionary also available which is an alphabetical list of words	<ul style="list-style-type: none"> ● Franklin Dictionary and Thesaurus
Writing assistance	Software that is designed to assist students with writing (word prediction software, including visual or graphic way to produce outlines and organize material)	<ul style="list-style-type: none"> ● Write Outloud ● textHELP

**Adaptive Equipment and Computer Technologies for Students
With Learning Disabilities**

Adaptation	Description	Brand Name
Screen reader with study aids	Text-to-speech software that uses synthesized speech to read text, menus, buttons, dialogue boxes, etc.; study aids include adding own notes to scanned text, highlighting, adding graphics and color coding	<ul style="list-style-type: none"> ● JAWS
Document reader and screen magnification	Text-to-speech software that uses synthesized speech to read what is on the screen or on the clipboard (is not as powerful as a screen reader)	<ul style="list-style-type: none"> ● ZoomText ● readplease.com (free download)
Screen magnification	Software that allows for enlargement on the screen	<ul style="list-style-type: none"> ● ZoomText
Optical character recognition (OCR) software (used with a scanner)	Software that converts a printed page that has been scanned into electronic format (text file) for speech output or storage	<ul style="list-style-type: none"> ● OpenBook
Voice recognition	Software that allows one to dictate to the computer which recognizes and digitizes one's voice	<ul style="list-style-type: none"> ● Dragon Dictate ● Dragon Naturally Speaking
Dictionary, thesaurus and calculators	Small portable devices that have synthesized speech output	<ul style="list-style-type: none"> ● Franklin Dictionary and Thesaurus
Tape/CD players,	To listen to both 2 and 4 track tapes and CDs (audio books)	<ul style="list-style-type: none"> ● Recording For the Blind and Dyslexic
Spellers	Electronic speller that provides words and definitions; spelling dictionary also available which is an alphabetical list of words	<ul style="list-style-type: none"> ● Franklin Dictionary
Writing assistance	Software that is designed to assist students with writing (word prediction software with synthesized speech output, including visual or graphic way to produce outlines and organize material)	<ul style="list-style-type: none"> ● Write Outloud ● textHELP

**Adaptive Equipment and Computer Technologies for Students
Who Have Mobility Impairments**

Adaptation	Description	Brand Name
Optical character recognition (OCR) software (used with a scanner)	Software that converts a printed page that has been scanned into electronic format (text file) for speech output or storage	<ul style="list-style-type: none"> • OpenBook
Voice recognition	Software that allows one to dictate to the computer which recognizes and digitizes one's voice; this software also allows you to use your voice rather than the keyboard and mouse to control menus and toolbars such as file, open, save and print	<ul style="list-style-type: none"> • Dragon Dictate • Dragon Naturally Speaking
Writing assistance	Software that is designed to assist students with writing (word prediction software with synthesized speech output, including visual or graphic way to produce outlines and organize material)	<ul style="list-style-type: none"> • Write Outloud • textHELP
Mouse adaptations	Adaptive pointing devices	<ul style="list-style-type: none"> • Kensington trackball
Keyboards	Keyboards for single-handed use or limited range of motion	<ul style="list-style-type: none"> • Datalux
Wheelchair accessibility	Adjustable workstation in all computer labs, adjustable wheelchair accessible tables available for classrooms	
Fitness Equipment	Cardiovascular hand cycle	
Other	Windows applications that allow for keyboard adaptations (these should not be used in conjunction with other software such as Dragon Dictate)	<ul style="list-style-type: none"> • Sticky Keys (to use Shift, Control, or Alt key by using one key at a time) • Filter Keys (to ignore brief or repeated keystrokes or slow the repeat rate) • Mousekeys (allows mouse movements using only the keyboard)