

KENNEBEC VALLEY COMMUNITY COLLEGE

**FACULTY HANDBOOK AND
*RESOURCE GUIDE***

FOR

COLLEGE STUDENTS WITH DISABILITIES

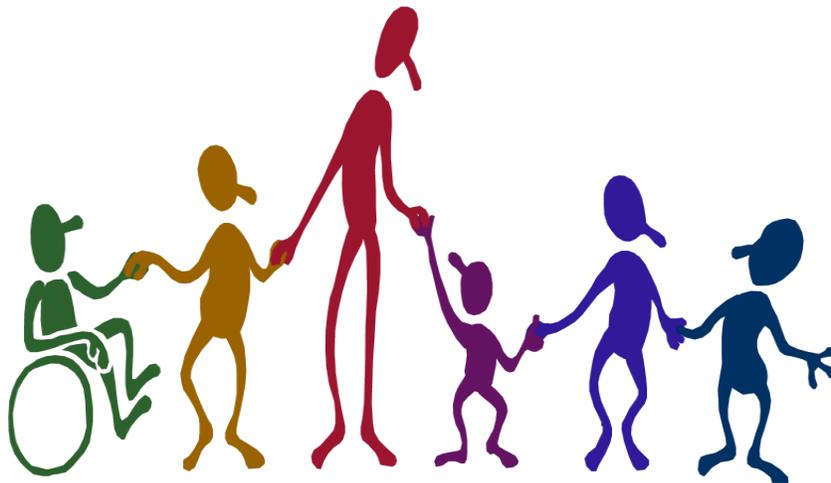


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KENNEBEC VALLEY COMMUNITY COLLEGE

IMPORTANT INFORMATION FOR FACULTY AND STAFF REGARDING STUDENTS WITH DISABILITIES

The Americans with Disabilities Act and Section 504 of the Rehabilitation Act

WHAT IS THE LAW?

To understand the impact of the law for students with disabilities, we must speak of two pieces of civil rights legislation. In 1973, Congress passed “**Section 504 of the Rehabilitation Act**” which was designed to prevent discrimination against individuals with disabilities. It provided that:

“No otherwise qualified individual with a disability . . . shall, solely on the basis of disability, be denied access to, or the benefits of, or be subjected to discrimination under, any program or activity provided by any entity/institution that receives Federal Financial assistance.”

A second piece of legislation, “**The Americans with Disabilities Act**”, was modeled after Section 504 and signed into law in July of 1990. This law supported the protection provided under Section 504, and added several titles that contained provisions for governmental services, public accommodation and employment.

WHO IS PROTECTED UNDER THE LAW?

An individual with a disability includes any person who:

- Has a physical or mental impairment which substantially limits one or more major life activities. A “major life activity” is defined to include such activities as walking, seeing, hearing, breathing, **learning**, working, caring for oneself and performing manual tasks.
- Has a record of such an impairment, OR
- Is regarded as having such an impairment

WHO IS QUALIFIED AS AN INDIVIDUAL WITH A DISABILITY?

An individual who meets the requisite academic and technical standards required for admission in post secondary education is qualified for admission. Section 504 protects the civil rights of the persons who are qualified to participate, and who have disabilities such as, but not limited to the following:

- Blindness or visual impairments
- Cerebral palsy
- Chronic illnesses, such as AIDS, arthritis, cancer, cardiac disease, diabetes, multiple sclerosis, muscular dystrophy, and psychiatric disabilities
- Deafness or hearing impairments
- Drug or alcohol addiction of former users, not current users
- Epilepsy or seizure disorders
- Mental retardation
- Orthopedic impairment
- Specific learning disability
- Speech disorder
- Spinal cord or traumatic brain injury

WHAT ARE THE INSTITUTION'S OBLIGATIONS UNDER THE LAW?

A college must provide reasonable and effective accommodation to a student's documented disability in order to afford equal access to participate.

POLICY and PROCEDURES FOR STUDENTS WITH DISABILITIES

I. INTRODUCTION

A. Preface

This document sets forth the policy of Kennebec Valley Community College for qualified students with legally recognized disabilities who are entitled to and who are requesting reasonable accommodations. The purpose of this document is to guide College students, faculty and staff in providing and receiving disability related services. No portion of this document is intended to expand or diminish any right or obligation imposed by law.

B. Statement of College Policy

Pursuant to *Section 504 of the Rehabilitation Act of 1973* and *Title II of the Americans with Disabilities Act of 1990*, the College is committed to helping qualified students with disabilities achieve their individual educational goals. Upon request and documentation, the College provides to qualified students reasonable accommodations to remediate the competitive disadvantage that a disability can create in our collegiate setting. The goal of the College is to balance on a case-by-case basis the specific needs of its students with the programmatic integrity, administrative resources, and financial imitations of the College.

C. Example of Disabilities

Applicable law protects many, but not all, impairments that may be regarded as disabling. Disabilities protected by law include certain physical, psychological, mental, neurological, and learning disabilities. The law also protects certain cosmetic disfigurements and serious contagious and non-contagious diseases including, but not limited to, AIDS, AIDS-related complex, epilepsy, and tuberculosis.

D. Examples of Accommodations

Reasonable accommodations will be made on a case-by-case basis and implemented to meet the specific needs of each student and each course, program, or activity. Such accommodations may include, for example: additional copies of handouts and supplementary materials, note-takers and interpreters, enlarged print of reading materials, exams and quizzes, printed outlines of class lectures, extended time for written assignments and exams, a separate area for testing, preferential seating arrangements in a classroom or lab, alternate delivery of course content such as video presentations, tape recordings, or overhead projections and other accommodations deemed reasonable by the College.

II. PROCEDURE FOR REQUESTING, REVIEWING, and IMPLEMENTING ACCOMMODATIONS

A. Step One: Notice, Meeting and Documentation

In addition to other requirements imposed by law, a student must:

1. be admitted to or enrolled at the College;
2. disclose, as soon as possible, to the Coordinator of Disability Services and/or the Disability Services Coordinator for the TRIO program, the student's reported disability and request for accommodations. While a student is free to disclose his or her disability and request to an instructor or staff member, instructors and staff are encouraged to refer such disclosures,. A student **must not** rely on disclosures to persons other than the Coordinator of Disability Services or the Disability Service Coordinator (TRIO Program). The student **must** provide timely notice; notice that does not permit the College a meaningful opportunity to review and implement an accommodation is **not** timely;
3. make an appointment and meet with the Coordinator of Disability Services or the Disability Service Coordinator (TRIO Program) to discuss his/her reported disability and requested accommodations; and
4. at the initial meeting, provide current and valid documentation of the reported disability. This documentation must specify the nature of the disability, how the disability may affect the student in a college environment, and recommendations for accommodations. Examples of current and valid documentation include, but are not limited to:
 - a) written assessment completed **within the last five years** by a licensed or certified professional qualified to evaluate a learning disability; or

- b) a current written evaluation based on assessment reports from a licensed or certified professional qualified to evaluate a physical or psychiatric disability.

A prospective or current student who believes that he or she may have a disability that is currently undiagnosed, undocumented, or insufficiently documented should meet with the Coordinator of Disability Services or the Disability Service Coordinator (TRIO Program) for referral assistance.

B. Step Two: College Review of the Request for Accommodation

The Coordinator of Disability Services and/or the Disability Service Coordinator (TRIO Program) will review the disability documentations, the student's prior disability-related services, and other pertinent information. The disability personnel may also consult confidentially with the person(s) assessing the student's disability and those College officials deemed necessary to make an appropriate decision.

1. Approval of the Student's Request

If the student is deemed eligible for accommodation, the Coordinator of Disability Services will discuss with the student accommodations appropriate and reasonable under the circumstances.

Upon final agreement concerning the requested accommodation(s), the student must sign the release on a memo allowing the disability personnel to share confidentially with necessary College personnel information regarding the student's needs. A memo will be sent to the instructor involved. An **Accommodation Request Form** must be completed with accommodation(s) noted. The student must meet with the affected instructor(s) to discuss the accommodations requested and to have the instructor sign the **Accommodation Notification Form**. The signed form must be returned to the Coordinator of Disability Services or the Disability Service Coordinator (TRiO Program). The student must also discuss implementation of the requested accommodation(s) with the instructor. When requested by the student, the student's academic advisor and/or the Coordinator of Disability Services and/or the Disability Service Coordinator (TRiO program) may assist in this effort. The student must arrange to renew or update the terms of the Memo at the beginning of each semester.

2. Disapproval of the Student's Request

If the student is deemed ineligible for accommodation(s), or if a requested accommodation is denied, the student will be notified in writing by the Coordinator of Disability Services. The student may then grieve the decision pursuant to the ***Grievance Procedure in Section III***.

C. Role of Instructors and Staff

Instructors and staff are situated to play an important role in this process. They are encouraged to refer to the Coordinator of Disability Services and/or the Disability Service Coordinator (TRiO Program) students who disclose a disability or who request an accommodation. Instructors and staff will be asked to participate in identifying and assessing possible accommodations. Instructors shall keep confidential all such information regarding the student, and shall implement the accommodation(s) deemed reasonable by the College President/Academic Dean.

III. GRIEVANCE PROCEDURE

The following grievance procedure must be used by a student for complaints regarding claims of disability and requests for accommodation.

A. Contents of the Grievance

The grievance must be in writing and contain the name, address, and telephone number of the student, the location, date, and description of the complaint. Alternative means of grieving such as personal interview or tape recording are available upon request, if required by the nature of a disability.

B. Filing the Grievance

The student or a representative must submit the grievance to the ADA Compliance Officer as soon as possible and no later than twenty (20) calendar days after the alleged violation. The current ADA Compliance Officer, John Delile, may be contacted at Kennebec Valley Community College, at (207) 452-5123. His office is located in the Frye Building.

C. Officer's Decision

As soon as practical after receipt of the grievance, the ADA Compliance Office will meet with the student to discuss the complaint. As soon as practical after the meeting, the Officer will respond in a format accessible to the student (such as large print, Braille, or audio tape). The response will explain the position of the College, and/or offer options for resolution.

D. Student Appeal to College President

Within fifteen (15) calendar days after receiving the ADA Compliance Officer's decision, the student may appeal to the College President or designee.

E. Decision of the College President

As soon as practical after the receipt of the appeal, the College President or designee will meet with the student to discuss the appeal. As soon as practical after the meeting, the College president or designee will issue in a format accessible to the student a final decision regarding the grievance.

F. Record Retention

The College will retain all grievances, appeals, and responses in the above procedure for at least three (3) years.

IV. DISTRIBUTION

This Policy and Procedure shall be distributed to all employees and added to the Student and Faculty/Campus Handbooks. The Grievance Procedure shall be posted in conspicuous locations throughout the campus and posted on the College's Web Site.

V. DISABILITY PERSONNEL

Following is the contact information for appropriate personnel:

- **Coordinator of Disability Services**
Linda Clutterbuck
Marden Center, 130 King Hall
453-5084

- **Disability Services Coordinator, TRiO Program**
Michelle Bardsley
Room 130, King Hall
453-5017

- **ADA Compliance Officer**
John Delile
Frye Building
453-5123

Barbara Woodlee, President
Kennebec Valley Community College

Date

RESPONSIBILITIES OF FACULTY REGARDING STUDENTS WITH DISABILITIES:

- Refer students who disclose a disability to disability services personnel
- Discuss concerns related to accommodation(s) that have been requested by the student in their initial contacts
- Meet with students who provide an accommodation letter as early in the semester as possible
- Assure that appropriate accommodations are provided
- May not refuse to provide required accommodation, question the existence of a disability when approved by the college, or examine students' documentation without written consent from the student; but faculty can have input into the means for providing the accommodation(s)
- Faculty must provide accommodation that gives students the opportunity to achieve intended outcomes of the course. The accommodation may not alter the fundamental nature of the course or program

RESPONSIBILITIES OF STUDENTS WITH DISABILITIES:

- Self identify to disability services personnel each semester and provide current documentation of their disability by an appropriate licensed professional
- Once determined eligible for accommodation, students will meet with disability services personnel to determine academic accommodation
- Meet with course instructors each semester to discuss approved accommodation(s) and how they will best be implemented and the procedure for doing so

DISABILITY ETIQUETTE

It is important that colleges promote an environment that is positive for persons with disabilities. One of the strongest and easiest ways is appropriate language usage.

The recommended manner is known as “**person first**” language. This means that the person is emphasized first, the disability second.

<u>Acceptable Terms</u>	<u>Unacceptable Terms</u>
Person with a disability	Handicapped person
Individual without speech	Mute, dumb
Student who is deaf or hearing impaired	Deaf student
Person who has a mental illness	Crazy, schizo, psycho, nuts
Student with a developmental disability	Retarded, idiot
Individual who uses a wheelchair or wheelchair user	Confined/restricted to a wheel chair, wheelchair bound
Student who has a learning disability	Slow learner, learning disabled

CONFIDENTIALITY

Students with disabilities are required to submit documentation of their disability. Disability services personnel will disclose information pertaining to a student’s disability to faculty on a need-to-know basis.

Confidentiality of all disability information is essential. At no time should the class be informed that a student has a disability, except at the student’s expressed request. All disability information, which the student gives to the faculty member, is to be used specifically for arranging reasonable accommodations for the course of study.

TEST TAKING POLICY

- Students must take quizzes/exams at the scheduled time of the course unless the instructor approves a change **and** informs disability services personnel.
- Quizzes/Exams must be scheduled **one week in advance** in order to ensure adequate accommodations. Failure to provide adequate notice may result in the accommodations not being available.
- Quizzes/exams may be administered within the academic department whenever possible. However, if this is not feasible, exams may be administered in the Marden Center for Student Success, 130 King Hall.
- When quizzes/exams are to be administered in the Marden Center, the student must contact disability services personnel to make arrangements. Disability services personnel will contact the instructor to secure the quiz/exam.
- Students must secure the quiz/exam from staff in the Marden Center. We recommend that faculty not give exams to students directly. We cannot safeguard these exams.
- Quizzes/exams will be returned to faculty. The interoffice mail system will not be used.

Methods for Test Modifications in Blackboard

There are three methods for allowing for accommodations of time, printing, etc. in blackboard. They end up with the same procedures but can be created differently.

Creation Method #1 (within Blackboard)

Create your exam in Blackboard. Add all students except the students requiring accommodations using selection member criteria.

Create a second, replica exam labeled ACC with modified times, dates, etc. in Blackboard. Add only accommodation students using selection member criteria.

Creation Method #2 (within blackboard)

Create your exam. Export it to a zip file. Import it from Manage Tools (Build Tab). This will create your second exam. Go in to each one and use the selection member criteria to assign the appropriate students to each test. Change the times, dates, etc. in the second test. Add ACC to the name of the exam.

Creation Method #3 (in Respondus)

Create exam in Respondus with appropriate dates, etc for the regular test. Publish to Blackboard and add students using selection member criteria.

Open that same exam in Respondus. Change the name, dates, times, etc. for the ACC test. Publish to Blackboard and add ACC students using selection member criteri

Comparison of Disability in High School and College

Here is a point-by point comparison of some services and accommodations and the ways in which they differ between high school and college.

High School	College
Under IDEA, children with disabilities are absolutely <i>entitled</i> to a “Free and Appropriate Public Education.”	<i>Equal access</i> to education is the order of the day - no one is <i>entitled</i> to anything, but rather students have <i>civil rights</i> and they must advocate for themselves in order to enjoy those rights.
Section 504 in the public schools includes “Free and Appropriate Public Education” language, and accommodations may include a shortening of assignments, or the use of notes on tests, when other students cannot use them.	Section 504 is the first civil rights legislation that applied to colleges. It upholds the institution’s right to maintain the academic standards, and no accommodations may be permitted to reduce that standard for any student. Thus there is no “free” education, and shortening assignments and using notes when other students do not are not considered “reasonable accommodations.”
Plans, either the IEP or a 504 Plan, drove all services and accommodations, and involved the teachers, counselors, and absolutely required a parent’s signature.	There is no plan, and instructors are not contacted, except by the student. In fact, parents may not receive even a student’s grades without the student giving written permission.
“Placement” is determined by the child’s “team,” and outlined in the plan, and must, by law, be in the least restrictive environment.	Placement integration is assumed, and is the order of the day. We adjust the environment through accommodations, but we don’t deliberate and select the environment for the student in advance.
Students were qualified for public education simply by being of the appropriate age, and because they had a disability.	“Otherwise qualified,” in college, means that the student must meet all entrance and academic requirements, whether they receive accommodations or not.
Everybody knew about a student’s placement, and practically everybody signed the plan. Each teacher would know about a student even before he or she entered the classroom, and have a good idea what the student’s needs were.	Disability Services never contacts a professor without express permission from the student. Thus, the student must initiate all actions regarding accommodation with each professor, for each course, every semester. In addition, students have the civil right to <i>refuse</i> accommodations they don’t need or want; and if they do not request an accommodation it is assumed they do not want it.
Public schools, for the most part, are responsible for appropriate assessment of a student’s disability.	Higher education does not have to assess the student, but can expect that the student will provide proof of their disability within accepted guidelines.

High School	College
Some subjects may have been waived for a student before graduation, if they were specifically related to the student's disability.	Substitutions for specific graduation requirements may be requested by following a rigorous petition process, but "waivers" for requirements are <i>never</i> granted. Substitutions are also granted typically after the student has <i>both</i> provided adequate verification to Disability Services of their disability <i>and</i> unsuccessfully attempted the courses in question with the appropriate accommodations recommended by Disability Services.
Labels are a way to categorize people.	Student has a right to disclose to whom and when they choose, but must own their disability in order to enjoy a level playing field.
Assessment, physical or other therapy, or personal care provided by school while in school.	Student is responsible for personal services -- personal care, medical and related requirements, just as if they would if they were living independently and not attending school.
Students often receive "Un-timed tests" if they have a disability.	"Un-timed tests" are not reasonable, but time extensions may be reasonable, typically time-and-a-half but no more than double time.
Teachers may be expected to learn all they can about the disability of a student in one of their classes.	Professors need know only that which applies to the accommodations the student requests.

This material was taken with permission directly from the following URL:
http://www.umt.edu/dss/new_students/comparison.htm

Director of the University of Montana's Disability Services for Students Office is Jim Marks

Assistant Director of the University of Montana's Disability Services is Dan Burke

FACULTY RESOURCE INFORMATION

SUGGESTIONS FOR THE ACADEMIC ENVIRONMENT

In the Classroom:

- Include a statement on the class syllabus inviting the student to discuss academic needs with you.
- Clearly delineate expectations at the beginning of the course (e.g., grading, material to be covered, due dates).
- Announce reading assignments well in advance for students who are using taped materials or other alternative formats.
- When talking with the student, inquire about special needs in the classroom, in the lab, in fieldwork, and on field trips.
- Select course materials early. Distribute syllabi, assignments, and reading lists in advance.
- Start each lecture with an outline of material to be covered that period. At the conclusion of class, briefly summarize key points.
- Make lectures and notes easily accessible (use larger print; provide handouts of notes in class, etc.).
- Provide adequate opportunities for questions and answers, including review sessions.
- Allow preferential seating for students with disabilities.
- Face the class when speaking, repeat discussion questions, write key phrases on the blackboard, hand out assignments in writing, provide written summaries of demonstrations in advance and use captioned films if you have a hearing impaired student in class.
- Verbally describe visual aids if there is a student with a visual impairment in class.

Media in the Classroom

If you intend to use media in the classroom, remember that the media must be accessible to students with disabilities.

In the Lab:

- Discuss safety concerns with the student and disability services personnel. Depending on the student's disability, ensure that safety equipment is adapted and visual or auditory warning systems are in place.
- Assign group lab projects in which all students contribute according to their abilities.
- Arrange lab equipment so that it is easily accessible. Give oral and written lab instructions.
- Work with student and disability services personnel to identify, modify, and provide appropriate lab equipment.

In the Field:

- Ask the student how s/he might be able to do specific aspects of fieldwork. Attempt to include the student in field work opportunities, rather than automatically suggesting non-field work alternative.
- Arrange to have accessible transportation for field trips.

DISABILITY INFORMATION

Students with Attention-Deficit Disorder (ADD) or Attention-Deficit/ Hyperactivity Disorder (ADHD)

ADD/ADHD are neurobiological disabilities with characteristics of inattention, impulsivity or hyperactivity that appear in early childhood, are relatively chronic in nature, and are not due to other physical, mental or emotional causes.

There are three basic types, which may have different implications in the classroom:

Attention-Deficit/Hyperactivity Disorder, Predominantly Inattentive Type - symptoms may include:

- Often fails to give close attention to details or makes careless mistakes in schoolwork or other activities
- Often has difficulty sustaining attention in tasks
- Often does not seem to listen when spoken to directly

- Often does not follow through on instructions and fails to finish schoolwork (not due to failure to understand instructions)
- Often has difficulty organizing tasks and activities
- Often avoids, dislikes, or is reluctant to engage in tasks that require sustained mental effort (homework)
- Often loses things necessary for tasks or activities (assignments, syllabi, etc.)
- Is often easily distracted by extraneous stimuli
- Is often forgetful in daily activities

Attention-Deficit/Hyperactivity Disorder, Predominantly Hyperactive-Impulse Type - symptoms may include:

Hyperactivity:

- Often fidgets with hands or feet or squirms in seat
- Often leaves seat in classroom or in other situations in which remaining seated is expected
- Is often “on the go” or acts as if “driven by a motor”
- Often talks excessively

Impulsivity:

- Often blurts out answers before questions have been completed
- Often has difficulty awaiting turn
- Often interrupts or intrudes on others

Attention-Deficit/Hyperactivity Disorder, Combined Type - includes individuals who show significant problems with inattention, hyperactivity and impulsivity.

It is common for students with ADD/ADHD to also have a co-existing mood, behavioral, neurological and/or personality disorder.

Common Myths regarding ADD/ADHD:

1. Result of laziness
2. Result of lack of motivation
3. Result of poor study habits
4. Result of failure to try
5. Result of immaturity
6. An attempt to “work” the system; to have unfair advantage
7. Result of failure to pay attention or listen
8. A mild form of mental retardation
9. Stupidity
10. Emotionally disturbed
11. Educationally deprived
12. Culturally deprived
13. Slow learner

Suggested Modifications and Accommodations:

1. Syllabi with clear explanations of tasks and specific due dates
2. Remind students of impending deadlines throughout the semester
3. Start each lecture with a summary of material to be covered or provide a written outline with broad margins and triple spaces and review major points of each lecture
4. Vary material format and permit several breaks during long classes
5. Invite them to sit near the front of the class away from possible distractions
6. Write assignments on the board or pass them out in written form
7. Help student break down large projects or papers into component parts and set deadlines for each part
8. Provide prompt, explicit feedback, both oral and written

STUDENTS WHO HAVE CHRONIC HEALTH DISABILITIES

Students may have medical conditions that are “invisible” (not easy to see), but cause serious problems in an educational setting. Students can be disabled by chronic illnesses such as **asthma, arthritis, diabetes, ulcerative colitis, Crohn’s disease, Lyme disease, migraines, cardiac conditions, cancer, chronic fatigue syndrome, lupus, and seizure disorders**. They can also be disabled by medical conditions that cause **intense and continual pain**.

Symptoms of all these conditions can be unpredictable and fluctuating. Students with chronic illness or pain may have **limited energy and difficulty walking, standing, or sitting for a long time**. In addition, **they may miss class occasionally due to treatment schedules**. Medical conditions, **including medication side effects, can cause problems with fatigue and stamina, which adversely affect attention and concentration**. Students with some medical conditions may become **dizzy and disoriented, or may lack physical stamina**.

Suggested Modifications and Accommodations:

1. Extended time on exams due to medication and/or other issues
2. Allow a few extra minutes for students to arrive at class
3. Preferential seating may be necessary
4. Students may need extra time with some assignments if they have a condition requiring bed rest and/or hospitalization

STUDENTS WHO ARE DEAF OR HAVE HEARING IMPAIRMENTS

Hearing impairment refers to varying degrees of hearing loss from partial to total deafness. Age of onset plays a crucial role in the development of language; persons with prelingual hearing loss often have weaker oral communication skills than those whose loss occurred after speech development.

Suggested Modifications and Accommodations:

1. Front row seating with an unobstructed view of the instructor
2. Speak to the student not the interpreter
3. Speak naturally without exaggerating lip movement or volume
4. Ensure that no more than one person speaks at a time during discussions

5. Repeat questions and remarks made by other students
6. Use visual media as much as possible
7. Avoid speaking while handing out papers or writing on the board
8. Use captioned videos whenever possible - provide an outline or summary in advance when not possible
9. Avoid darkening the classroom
10. Pause often when using the chalkboard or overhead projector
11. When evaluating written material, take into consideration that their primary language may not be English (it may be ASL)
12. Oral tests may be needed

STUDENTS WITH HEAD INJURIES OR TRAUMATIC BRAIN INJURIES (TBI)

Brain injuries can result from two types of trauma. They may be caused by external events from accidents or assaults. They can result from internal events such as cerebral vascular accidents, such as loss of oxygen to the brain or tumors. Individuals with brain injuries often experience many difficulties.

When an individual sustains a TBI, the following impairments may result:

1. **Memory** - memory deficits are probably the most common characteristics of TBI. Short-term memory is usually what is affected.
2. **Cognitive/Perceptual Communication** - distracted by extraneous stimuli (difficulty focusing on material)
3. **Speed of Thinking** - often take longer to process information
4. **Communications - Language functions** - writing, reading, speaking, listening may be impaired; may also interrupt, talk out of turn, dominate discussion, or speak too loudly or rudely
5. **Spatial Reasoning** - problems may include an inability to recognize position in space, shapes of objects, judge distances accurately, navigate, read maps, visualize images, or comprehend mechanical functions

6. **Conceptualization** - reduced ability to categorize, sequence, prioritize, and generalize information
7. **Executive Functions** - ability to engage in goal setting, planning, working toward a desired outcome in a flexible manner if often impaired
8. **Psychosocial Behaviors** - may include depression or withdrawal, mental inflexibility, denial, frustration, irritability, restlessness, anxiety, impulsivity, poor social judgment, disinhibition, euphoria, apathy, fatigue, and decreased awareness of personal hygiene
9. **Motor, Sensory, and Physical Abilities** - can result in specific impairments primarily manifested in the physical or medical condition of the individual after the injury

Suggested Modifications and Accommodations:

1. Keep instructions as brief and uncomplicated as possible
2. Allow student to tape record lectures
3. Clearly define course requirements, dates of exams, and when assignments are due. Provide advance notice of any changes.
4. Present lecture information in a visual format
5. Use more than one way to demonstrate or explain information
6. When teaching, state objectives, review previous lessons and summarize periodically
7. Allow time for clarification of directions and essential information
8. Provide study guides or review sheets for exams
9. Provide alternative ways for students to perform tasks (substituting oral for written work)
10. Provide assistance with proofreading written work. Stress organization and ideas rather than mechanics when grading in-class writing assignments
11. Allow the use of spell-check and grammar-assistive devices when appropriate to the course.
12. Make instructional materials available in text form on the web
13. Ask the student what his/her needs may be

STUDENTS WITH PSYCHOLOGICAL OR PSYCHIATRIC DISABILITIES

Such disabilities may include severe depression, anxiety disorders, bipolar disorder, schizophrenia and other psychotic disorders, obsessive-compulsive disorder, and panic disorders. Students report difficulties with focusing, concentrating, and completing work in a timely fashion. Reading, writing, and math may require extra effort and more time. Ability to function effectively may vary from day to day and symptoms may increase with stress. Medications help with some symptoms, but side effects can contribute to academic problems.

Suggested Modifications and Accommodations:

A number of the suggestions made for learning disabilities and ADHD will also be appropriate for these disabilities.

1. Please make every effort to make the students feel comfortable if they disclose their psychological disabilities to you.
2. Understand that for disability-related reasons, these students may sometimes have to miss class or even leave the room in the middle of a class.
3. Discuss inappropriate classroom behavior with the student privately and directly, delineating if necessary the limits of acceptable conduct.

STUDENTS WITH MOBILITY DISABILITIES

These disabilities may include cerebral palsy, spinal cord injuries, muscular dystrophy, multiple sclerosis, and amputations, or other severe physical injuries. Mobility disabilities may be temporary or permanent and vary from student to student. The biggest obstacle may be getting to class on time.

Suggested Modifications and Accommodations:

1. Students who have upper body limitations may need notetakers, extended exam time, or a scribe/work processor to assist with exams.
2. Students with upper body weakness may not be able to raise their hands to participate in class discussion. Establish eye contact with the students and call on them when they indicate that they wish to contribute.
3. A wheelchair or scooter is part of a student's "personal space". No one should lean on a chair, touch it, or push it unless asked.

4. Whenever you are talking one-to-one with a student in a wheelchair or scooter, you yourself should be seated so the student does not have to peer upward at you.
5. Special seating arrangements may be necessary to meet students' needs. Students may require special chairs, lowered tables on which to write, or spaces for wheelchairs or scooters. In lab classes, students who use wheelchairs may need lower lab tables to accommodate their chairs and allow for the manipulation of tools or other equipment.
6. Not all mobility impairments are constant and unchanging; some students experience exacerbations or relapses requiring bed rest or hospitalization, so they may need extra time to finish assignments.

STUDENTS WITH SPEECH DISABILITIES

Speech impairments can have many causes: dysfluencies such as stuttering, neurological conditions such as Tourette's syndrome, surgical removal of the larynx, stroke, traumatic head injury, and degenerative illness. Students with speech impairments may communicate in various ways

Some students speak with their own voices, but slowly and with some lack of clarity; other students write notes, point to communication boards, use electronic speech-synthesizers, or communicate through assistants who interpret their speech to other people.

Suggested Modifications and Accommodations:

1. In communicating with students who have speech impairments, resist the temptation to indicate that you have understood when in fact you have not. Students with speech impairments are accustomed to being asked to repeat things.
2. Meet with students early in the semester to discuss their communication styles and how they can best function in your classroom.

STUDENTS WITH VISUAL DISABILITIES

Students' ability to see may exist anywhere along a continuum from sighted to blind. In addition, the amount of usable sight varies from person to person, and visual acuity may change under differing light conditions. Vision is measured in terms of how **much** can be seen (peripheral field of vision) and how **clearly** it can be seen (visual acuity).

Legal Blindness - having between zero and 10% or normal visual acuity in both eyes (20/200 vision or less), and/or 20% or less of normal peripheral vision in both eyes. In other words, this person, while wearing glasses, can see less at 20 feet than a person with normal vision can see at 200 feet.

Low Vision or Partially Sighted - having visual acuity and/or field vision that is less than normal, or having a visual limitation in only one eye. Visual disabilities vary and it is often difficult to detect such a student in the classroom. Some students may use service dogs that are trained to move at the direction of the student. *It is important to note that service dogs are not to be petted or distracted in any way while they are “working”.* Service dogs by law are allowed in college buildings, including laboratories, food service areas, classrooms, and administrative offices. Other students may use white canes, while some may get around without assistance.

Suggested Modifications and Accommodations:

1. Students may need preferential seating so they can see as much as possible.
2. Choose text books and required readings well before the beginning of the course so the students may make arrangements for alternative formats as they often take extra time to get.
3. Face the class when speaking.
4. Use a large size print (at least 18) for overhead transparencies and give students extra time to copy the information or give them printed copies.
5. Modify the presentation of material to make it accessible as often as possible.
6. Allow the students to have notetakers or tape record lectures.
7. Pace the presentation of material if referring to a textbook or handout to allow time for students to find the information.
8. When lecturing, avoid making statements that cannot be understood by people without sight: for example, “This diagram sums up what I am saying about statistics.”
9. Read aloud everything that you write on the chalkboard. Verbally describe objects and processes whenever possible.
10. Be flexible with assignment deadlines, especially if library research is requested.
11. When using videos, please be as descriptive as possible.

If you have any questions or concerns about any of the above information please contact:

Linda Clutterbuck
Coordinator of Disability Services
Marden Center, 130 King Hall
453-5084

Michelle Bardsley
Disability Services Coordinator, TRiO
Marden Center, 130 King Hall
453-5017

A special thank you to University of Connecticut Center for Students with Disabilities for sharing their material.

Kennebec Valley Community College is an equal opportunity/affirmative action institution and employer.
For more information, please contact John Delile, the Affirmative Action Officer, at 453-5123.