



*Empowering Students, Enhancing Equity and Promoting a Culture of Inclusion*

# DRC FACULTY GUIDE

Supporting and Teaching Students with Disabilities

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# DRC FACULTY GUIDE

## Accommodating Students with Disabilities

The Disability Resource Center (DRC) is available to assist you in providing academic accommodations to students with disabilities enrolled in your courses.

While these students may access lecture and course materials differently than their non-disabled peers, and require academic adjustments, *there is no need to dilute curriculum or to reduce course requirements* for them. Like any other student, students with disabilities bring a unique set of strengths and experiences to the college.

We, in the DRC, will help you to draw upon their strengths, and assist you in providing the accommodation that will permit your students with disabilities to fully access the academic environment.

## Identifying the Student

Determining whether a student has a disability may not always be a simple process. For example, some students have visible disabilities that are noticeable through casual observation (i.e., students who use wheelchairs or walk with a cane). Others have hidden disabilities that are not immediately apparent (i.e., learning disabilities, psychiatric impairments, or seizure disorders).

Students with visible disabilities in need of accommodations will usually identify themselves as such by contacting the DRC before registering for courses. On the other hand, students with hidden disabilities may not disclose their disability out of shame or fear of disbelief about the legitimacy of their problem, or the need for accommodation.

Without accommodation, however, some of these students run into academic trouble, and self-identify, in a panic, just before a major exam, project, or presentation.

One way to encourage students to self-identify, before problems arise, is to make an announcement on the first day of class inviting students with disabilities to meet with you privately to discuss their need for accommodation. At that time, you could refer the student to the DRC which will help coordinate the student's individual needs with support services and resources available at our college.

Another way to encourage students to self-identify is to include the college's institutional access statement on your course syllabus:

*Berkshire Community College values inclusion and equal access to its programs and activities and is committed to a climate of mutual respect and full participation. Our goal is to create learning environments that are usable, equitable, inclusive and welcoming. If you are an individual with a disability and require reasonable academic accommodations, you are advised to contact the Disability Resource Center (DRC) prior to the start of a course to discuss your accommodation needs and options. The DRC will work collaboratively with students with disabilities to develop effective accommodation plans. The DRC is located in the Susan B. Anthony Building in A118. For an appointment, please contact the [DRC@berkshirecc.edu](mailto:DRC@berkshirecc.edu).*

## Establishing and Conveying Eligibility

If, or when, a student in your course requests and academic accommodation because of a disability (i.e., extra time on an exam or project, permission to use a calculator when testing, or assistance with note-taking), you should refer him/her to the DRC.

The DRC will determine the student's eligibility for services, request documentation of his/her disability, and assess the student's need for the accommodation.

If the student is eligible for services and the request for accommodation is reasonable, we will develop an *Accommodation Plan* with the student.

The student will then email the Accommodation Plan to you. The purpose of the Accommodation Plan is to:

- officially validate the student's need for accommodation;
- inform you of his/her needs while in your course; and
- encourage the student to personally discuss his/her needs with you.

Accommodation(s) will be implemented once the student submits the form and you have confirmed receipt with the student.

## When Accommodations Require Alternative Testing

When the accommodation includes alternative testing, the student may schedule an appointment with the Assessment and Testing Center at least one week prior to the test date using the [online Exam Proctoring form](#). Every effort is made for the student to take the exam on the same day and same time as the rest of the class.

When the student completes and submits the form, you and the Assessment and Testing Center will receive an automated email informing you of the request. Please check the information contained in this email to ensure the student scheduled the exam appropriately and then, complete and submit the Exam Proctoring Checklist with the exam to the Assessment and Testing Center.

The primary purpose of the checklist is to:

- let the Assessment and Testing Center know what your exam requirements are; and
- for their proctors to provide you with feedback on the administration of the exam.

On the day of the exam, the proctors will record the day, date, and time the student began and completed the exam, and the accommodation(s) provided. Any breaks, questions, or concerns the student had will also be noted on the form, and a copy will be sent back to you with the exam.

The types of alternative testing accommodations vary depending on how the student's disability affects him/her in a given course. For example, a student with a learning disability in written language may need to use a computer and be given extra time to complete an essay exam, but may not need any accommodation for an objective test.

**The goal of the accommodation is to minimize the impact of the disability, not to create an unfair advantage.**

The following is a general list of testing accommodations and a brief rationale as to why the accommodation may be needed.

## Extended Time

This could be time and one-half, double time or more, depending on the student's limitations. Some students may need extra time because of their reading or writing speed, the use of some form of adaptive equipment, or because they may need the intervention of a reader or scribe.

## Alternate Setting

Students who are easily distracted or whose disability involves or is aggravated by stress may need to take their exams in a room that minimizes visual and auditory distractions. The Assessment and Testing Center has carrels that minimize visual distractions and headphones that block out extraneous noises.

## Kurzweil 3000

Students with visual impairments or significant reading disabilities such as dyslexia, benefit from having their tests converted to audio format. The Assessment and Testing Center converts the test from text to audio using Kurzweil 3000. This enables the student to visualize the test on the screen while hearing it read aloud by the computer. In some rare circumstances, we will read the exam onto a digital recorder for a student. When a student requires the use of a reader or Kurzweil 3000 for an exam, the Assessment and Testing Center must obtain the exam at least 48 hours prior to the test date.

## Scribe

Students with limited fine motor coordination, paralysis, dysgraphia (severe problems with hand writing), or severe written language skills deficits may use a scribe to dictate their exams whenever other auxiliary aid and services (speech recognition software, word processor, spellchecker) are not appropriate. The goal is to choose the option that allows the student to be the most independent while not compromising the effectiveness of the accommodation.

When a scribe is used, it is the student's responsibility to check for spelling and proper punctuation, unless it is the student's specific area of disability. In this case, the scribe will assist the student in the use of an electronic grammar and/or spellchecker.

## Modification of Test Response Format

Students with visual or spatial perception problems, gross or fine motor coordination problems, and/or visual impairments may need to have their tests enlarged, including the size of the space allowed for their responses. Some students may need to write their answers directly on the exam rather than on a computer score sheet.

## Calculators

Students with fluid (abstract) reasoning problems experience a great deal of difficulty learning math. They may learn how to solve a problem one day, and forget it the next because they spend so much time trying to memorize the problem patterns that they cannot understand the concept. Calculators can reduce some of the problems with the mechanics of mathematics, allowing the student to spend more time focusing on the concept.

Students with long term retrieval problems may also require a calculator, not because they don't understand the concept, but because they often forget it, or how to do the basic calculations. Students with short term memory problems or sequential processing disorders may not be able to hold the information in memory long enough to solve the equation.

## Cue Cards

A cue card is a memory aid used as a testing accommodation to support students who have disabilities that significantly affect memory and is clearly documented. A cue card allows the student to demonstrate knowledge of course material by helping prompt the student's memory. A cue card gives students an equal opportunity to demonstrate their knowledge of course material without taxing already compromised memory functions.

A cue card is not intended to reduce academic requirements or alter the standards by which academic performance is assessed. A proper cue card will not be useful to a student who has not learned the exam material.

## Contents of a Cue Card

A cue card should not be more than one side and not larger than one standard sheet of notebook paper (8.5 x 11). It may or may not contain acronyms, short phrases, pictures, schematic diagrams, formulas, names, definitions, tables, sample questions, or key terms. The content of the cue card will be at the discretion of the instructor and dependent upon the student learning outcomes for the course. For example, if a course objective were for students know a certain formula on demand, it would not be appropriate to include the formula on the cue card. However, if the course objective were for students to demonstrate one's ability to apply the formula and understanding of how a formula is used, then it may be appropriate to include the formula on the cue card.

A cue card typically does not include step-by-step instructions for how to solve a problem, copied pages from textbooks, class or lecture notes, slides, or complete terms and definitions.

## Procedures for Using a Cue Card for Exams

A cue card should be submitted by the student to the instructor **at least 48 hours before the exam** for the instructor to review. The student should make a copy to use for studying.

The instructor will either approve the cue card "as is"; will remove (delete, scratch out, or black out with a marker) information that he has deemed inappropriate; or disallow the cue card entirely because the memory triggers on the cue card are deemed to be essential criteria or learning objectives for the course. To avoid concerns about the content of the cue card, the student should meet with the instructor privately, as far in advance of an exam as possible, to discuss what he will allow on a cue card.

If the instructor approves the cue card, he will sign it and submit it along with the exam to the Assessment and Testing Center. **The cue cards will be returned to the instructor with the completed exams.**

## When Students Require Classroom Accommodations

In addition to testing accommodations, students with disabilities may need accommodations in the classroom. Recording class lectures and using textbooks in audio format are the most common classroom accommodations at BCC. Students typically use a digital recorder, smartpen or specialized software, like Glean or Notability, to record course lectures. Occasionally, we have a student who requires a sign language interpreter, communication access real-time translation (CART), a personal care attendant (PCA), or a supported education specialist. An explanation of these accommodations, a rationale for their use, and the procedure for obtaining them follows.

## Record Lectures

For many of the same reasons discussed in testing accommodations, students with disabilities may need to record their lectures, although they are encouraged to write down as many of the main ideas in the lecture as possible and use their audio recording to capture the details. Students may borrow one of our digital recorders, smartpens or obtain access to Glean – a notetaking app, to record their lectures.

When a student's accommodation plan includes the use of a recording device, they agree to follow our recording agreement which states they:

- Understand that the recorded material is only for their personal use in study and preparation related to the class;
- Understand that they may not publish or quote the lecture without the written consent of the lecturer/instructor;
- Agree to dispose of all recordings before or at the conclusion of the semester;
- Understand that instructors can inform the class that lectures are being recorded; and
- Understand that information in the recorded lecture may be protected by state and federal copyright law and understand that violations of this agreement may subject you to disciplinary action under the Code of Conduct and/or penalties under state and federal law (e.g. copyright law).

## Note-takers

Student who are deaf, hard of hearing or experience central auditory processing disorders may require a note-taker to transcribe lecture notes, if you do not already include them on your Moodle page.

Students with auditory processing problems, for example, have a hard time remembering facts, understanding concepts, and writing down the lecture information at the same time. They may also misinterpret part of the instructor's lecture and write down misunderstood words that don't make any sense.

When these students require a note-taker, they will provide their instructor with a letter from the DRC that explains how to assist the student in obtaining a volunteer note-taker. Your assistance is critical to the student's success in obtaining a note-taker. Any difficulty in acquiring one should be reported to the DRC immediately.

Once a note-taker has been identified, they may use the copier in the DRC, take a photo of the notes and email it to the student's BCC email or meet with us in the DRC to discuss other creative ways to share notes.

Once the student has a note-taker and receives at least one set of notes, he/she should meet with you to evaluate how meaningful and effective the notes are. For example, did the note-taker identify and write down at least four or five of the most important ideas that the lecture was built around? Did he/she make connections among them? Did they include supporting details? It would also be helpful to the student to receive copies of any lecture notes you may use, or copies of overhead transparencies, PowerPoint presentations, etc. To make your lecture universally accessible, it is good practice to post your notes to your course Moodle page.

## Textbook in Alternative Format – Digital/Audio

Students who cannot read standard print because of a visual, perceptual (learning), or physical disability may need their textbooks in alternative format. Often times, they are able to purchase a digital copy of the textbook with text to speech and screen magnification built in. When a digital copy of the book is not



available for purchase, the DRC obtains accessible copies from the publisher or permission to scan the text. This process is time consuming; therefore, students are required to submit their requests for alternative textbook formats to the DRC several weeks before the semester begins. In order to do this, it would be helpful for instructors to select course text that are available for purchase in e-text format or minimally, identify and post their required reading lists as far in advance as possible.

### Sign Language Interpreter

Students who are deaf or hard of hearing may require the services of a sign language interpreter. A sign language interpreter is a professional who facilitates communication between hearing individuals and people who are deaf or hard of hearing. They interpret what the instructor and other students say in the classroom and verbalizes what the student who is hearing impaired signs.

There are two types of interpreters: oral and manual. The oral interpreter "mouths" what is being said, while the manual interpreter uses sign language. The two methods are often used simultaneously.

### Requesting an Interpreter

Deaf or hard of hearing students usually request an interpreter from DRC when they register for classes. In the unlikely event that a student shows up for the first day of class without an interpreter, they should be referred to the DRC so that we can schedule an interpreter for the student. Because there is a national shortage of interpreters, when a student waits until the last minute to request one, there is no guarantee that one can be provided. Alternative accommodations, although less effective, may need to be arranged.

### What Instructors Should Know When Working with Interpreters

Interpreters are bound by a code of ethics developed by the National Registry of Interpreters for the Deaf. The code specifies that interpreters are to serve as communication intermediaries who are not otherwise involved. Therefore, speak directly to the hearing-impaired students, rather than to the interpreter, and avoid using such phrases as "tell him" or "ask her."

Relax and talk normally, noting that there may be a lag between the spoken message and the interpretation. When referring to objects or written information, allow time for the translation to take place. Replace terms such as "here" and "there" with more specific terms such as "on the second line" and "in the left corner."

In a conference room or class environment, the deaf student and interpreter will work out seating arrangements, with the interpreter usually located near the speaker. Inform the interpreter in advance if there is an audio-visual element in a presentation so arrangements can be made for lighting and positioning. Be sensitive to sessions that extend longer than one hour. The interpreter may require a short break to maintain proficiency in interpreting.

### Communication Access Realtime Translation (CART)

Students who are deaf or hard of hearing may use CART (Communication Access Realtime Translation) as an accommodation rather than an interpreter. CART is the instantaneous translation of the spoken word into English text using a stenotype machine, notebook computer and real-time software and displaying the text on a laptop computer, monitor or screen. Because BCC is in a rural area that has very few CART stenographers available, remote CART may be used. With remote CART, a captioner is in a remote location (Florida, for example) and, while receiving audio feed of the classroom via a phone line, is providing captioning (streaming text) broadcast over the internet. In a classroom setting, the text

displayed includes identification of the speaker(s), when known, the dialogue and, where possible, a description of sounds.

### Personal Care Attendant

Students with coordination/mobility impairments, such as cerebral palsy or total paralysis, may require the services of a personal care attendant (PCA) to assist them with activities of daily living. The student, not the college, is responsible for providing and maintaining his/her own personal care attendant. In the classroom, the PCA may monitor the student's adaptive equipment, serve as the student's voice when appropriate, or take notes for the student. The college recognizes that the role of the PCA is critical to the success of the student. To ensure that the students with disabilities are recognized as independent members of their classes, the following guidelines have been established for personal care attendants:

- attend to the needs for which they were hired
- serve as the student's voice, when appropriate, without offering his/her own perspective
- demonstrate appropriate classroom behavior
- abide by the college policies as described in the current student handbook, and
- adhere to all college parking regulations

Finally, the PCA is considered a full participating member of the class ONLY if they is registered for that class.

### Supported Education Specialist

Students with severe psychiatric disabilities or autism spectrum disorders, for whom college has not traditionally occurred, or for whom a college education has been interrupted as a result of their disability, may need the services of a supported education specialist/advocate to assist them in accessing the college and the support services available to them.

A supported education specialist/advocate is usually a community mental health service provider or paraprofessional provided by the school district in which the student attended, who, at BCC, works in conjunction with the DRC to support these students while on campus. The specialist/advocate may provide tutoring assistance, help with obtaining accommodations, or any other process on campus. He/she may not speak for the student, nor should they negotiate accommodations with the instructor for the student. All accommodations must be approved in advance from the DRC and be indicated on the student's Academic Accommodation plan. Strict FERPA and HIPAA regulations apply.

### Teaching Students with Disabilities

Although the ADA requires colleges to use a case-by-case approach to meet disabled students' needs, and utilizing principles of Universal Design for Learning (UDL) in your course(s) would increase accessibility and minimize the need for accommodations, there are some instructional strategies that would especially benefit students in a particular disability group. For example, students with visual impairments would benefit from having the font of their exams enlarged to at least Times New Roman, size 18; although, some visually impaired students may benefit from a larger font.

The text that follows defines the most prominent disability categories at the college, provides recommended accommodations, and suggests instructional strategies to consider when teaching students with disabilities. For additional strategies and ways to make your course(s) more universally accessible, please refer to the UDL resources page at the end of this document.

## Learning Disabilities

Students with learning disabilities may exhibit disorders in one or more of the basic psychological processes involved in understanding or using written or spoken language. Such disabilities may cause difficulties in listening, thinking, speaking, reading, writing, spelling, or performing mathematical calculations.

The term “learning disability” does not include individuals who have learning problems primarily as a result of visual, hearing or motor limitations; mental retardation; emotional disturbances; or environmental, cultural, or economic disadvantage (PL 94-142. The Education for All Handicapped Children Act of 1975).

Students from divergent cultural and language backgrounds may experience many of the oral and written language difficulties that students with learning disabilities exhibit, but are not necessarily learning disabled by virtue of this difference alone.

College students with learning disabilities may exhibit one or more of the following characteristics:

### Reading Skills

The reading skills of college students with learning disabilities may be characterized by:

- A slow reading rate and/or difficulty in modifying reading rate in accordance with the material’s level of difficulty
- Poor comprehension and retention
- Difficulty identifying important points/themes
- Poor mastery of phonics, confusion of similar words, and difficulty integrating new vocabulary

### Oral Language Skills

The oral language skills of college students with learning disabilities may be characterized by:

- An inability to concentrate on, and to comprehend, spoken language when presented rapidly
- Difficulty in orally expressing concepts that they seem to understand
- Difficulty speaking grammatically correct English
- Trouble telling a story in the proper sequence

### Mathematical Skills

The mathematical skills of college students with learning disabilities may be characterized by:

- Incomplete mastery of basic facts (i.e., mathematical tables)
- Reversing numbers (i.e., 123 to 321 or 231)
- Confusing operational symbols, especially “+” and “x”
- Copying problems incorrectly from one line to another
- Difficulty recalling the sequence of operational concepts
- Difficulty comprehending word problems

### Organizational and Study Skills

The organizational/study skills of college students with learning disabilities may be characterized by:

- Difficulty with organization skills
- Time management difficulties
- Being slow to start and complete tasks
- Repeated inability, on a day-to-day basis, to recall what has been taught
- Difficulty interpreting charts and graphs
- Difficulty preparing for, and taking, tests

## Examples of Academic Accommodations

*Testing accommodations may include:*

- Extra time (typically time and one-half to double-time)
- Reading and/or writing assistance
- Clarification of test questions
- Recording answers directly on exams rather than on Scantron
- Tape recorded exams or use of reading software
- Spellchecker
- Word processor
- An alternate setting (i.e., least acoustically/visually distracting)

*Classroom accommodations may include:*

- A basic, four-function calculator
- Note-take,
- Tape recorded lectures
- Digital/audio recorded textbooks and reading materials

## Instructional Strategies to Consider

- Provide students with a detailed course syllabus. If possible, have it available before registration.
- Clearly spell out expectations before course begins (i.e., grading, material to be covered, and due dates).
- Start each lecture with an outline of material to be covered that period. At the conclusion of the class, briefly summarize key points.
- Speak directly to students, and use gestures and natural expressions to convey further meaning.
- Announce reading assignments well in advance for students who are using digital/audio materials. It takes an average of 4-6 weeks to get a book in alternative formats.
- Provide adequate opportunities for questions and answers, including review sessions.
- Provide, in advance, study questions for exams that illustrate the format, as well as the content of the test. Explain what constitutes a good answer and why.
- Give assignments both orally and in written form to avoid confusion.
- Present new or technical vocabulary on the chalkboard or use a student handout. Terms should be used in context to convey greater meaning.

## Attention Deficit Disorder with or without Hyperactivity (ADD/ADHD)

Students with ADD/ADHD exhibit a persistent pattern of inattention or hyperactivity/impulsivity manifested in academic, employment, and/or social situations dating back to childhood. These students often have difficulty concentrating on and completing tasks, frequently shifting from one uncompleted activity or another. It is not attributed to gross neurological, sensory, language, or motor impairment, or to mental retardation, or severe emotional disturbance. ADD/ADHD may exist alone, or with a learning disability.

## Examples of Academic Accommodations

- See testing and classroom accommodations for students with learning disabilities.

## Instructional Strategies to Consider

- See instructional strategies to consider for students with learning disabilities.

## Asperger's Syndrome

Students with Asperger's Syndrome have severe and sustained impairment in social interaction and experience restricted, repetitive patterns of behavior, interests and activities. In an educational setting, they may lack desire to interact with peers; lack conversational reciprocity (often talks without listening in return); have poor understanding of social cues, the feelings of others and body language; marked impairment in the use of eye contact, facial expression, vocal inflection and gestures; and commonly do not understand jokes, irony and metaphors. Often, they can "see the trees, but not the forest."

### Examples of Academic Accommodations

*Testing accommodations may include:*

- Extra time
- Alternate setting

*Classroom accommodations may include:*

- Tape record lectures or use note-taker
- Preferential seating

### Instructional Strategies to Consider

- Use clear language. Avoid idioms.
- Avoid long series of verbal instructions.
- Define course material and requirements clearly in both oral and written formats.
- Use concrete visual methods to teach number concepts.
- Provide concrete guidelines and structure.
- Provide a predictable environment with consistent routines.

## Psychiatric Disabilities

Students with Psychiatric disabilities, including psychoactive substance use disorders, in remission, which substantially limit major life activities, may be provided with reasonable academic accommodations. Such psychiatric impairments may be exhibited in interpersonal relationships, by inappropriate types of behavior or feelings under normal circumstances, alterations in mood, and/or tendencies to develop physical symptoms or fears associated with personal problems. They may also manifest themselves in short attention spans, forgetfulness, and/or energy levels that fluctuate. Medications may ameliorate or exacerbate their symptoms.

### Examples of Academic Accommodations

*Testing accommodations may include:*

- Extra time
- Alternate setting

*Classroom accommodations may include:*

- Tape recording lecture or providing a note-taker
- Breaks during instruction
- Special seating
- Excused absences

### Instructional Strategies to Consider

- When dealing with psychological conditions that impair the functioning of the affected student alone, the following suggestions apply:
- Clearly spell out expectations on the first day of class (i.e., grading, material to be covered, due dates).

- Start each lecture with an outline of material to be covered that period. At the conclusion of class, briefly summarize key points.

If the student's behavior begins to affect others or your course of instruction, the following measures may be necessary:

- Discuss inappropriate classroom behavior with the student privately, directly, and forthrightly, delineating, if necessary, the limits of acceptable conduct.
- In your discussions with the student, do not attempt to diagnose or treat the psychological disorder, but only the student's behavior in the course.
- If you sense that discussion would not be effective, or if the student approaches you for therapeutic help, refer the student to the psychological counselor located in the Student Support Center.
- Promptly refer to the college's proper disciplinary or security channels any student behavior that may be abusive or threatening.

## Blindness

Blindness includes students without vision, or those with unreliable vision, who may need to rely on tactile and/or aural means to obtain information during coursework or examinations. In addition, modifications in the usual mode of examination response (i.e., paper and pencil recording) may need to be made to allow students to either record their own responses or have responses recorded for them (i.e., by a reader/writer proctor or use of assistive technology).

## Examples of Academic Accommodations

### *Testing accommodations:*

- Extra time
- Reading and/or writing assistance
- Specialized hardware/software programs (Kurzweil, JAWS)
- Calculating devices

### *Classroom Accommodations:*

- Specialized hardware/software programs (Kurzweil, JAWS)
- Notetaking device, specialized software or notetaker
- Digital/audio textbooks and reading materials
- Lab assistants

## Instructional Strategies to Consider

- Face the class when speaking.
- Convey in spoken words whatever you put on the chalkboard and whatever other visual cues or graphic material you may use.
- Try not to move materials or equipment without orienting the student, or at the very least, letting the student know the changes have taken place.
- Call students by name. Address objects, etc., by name so even if the student can't see clearly what or who is being addressed, they can still understand.
- Use non-skid tape around safety areas in a lab.
- Provide the student a hands-on examination of new materials, equipment, etc., during the introduction of the concept in the lab or classroom.

## Partially Sighted or Low Vision

Students with low, or limited, vision may be able to perform gross visual tasks, but may have difficulty with detailed tasks, such as printed material, graphs, charts, diagrams, etc. Speed, endurance, and precision may also be detrimentally affected. Depending upon the degree and type of disability, a partially sighted or low vision student may need a reader or other aural means to obtain information (i.e., instructions and questions) during coursework and/or examinations. In some cases, modifications in the usual mode of examination response (i.e., paper and pencil recording) need to be made so that students with disabilities may record their own answers using assistive technology or have their responses recorded for them by a reader/writer proctor.

## Examples of Academic Accommodations

Testing accommodations:

*Enlarged copy of exam, 18-point font*

- Extra time
- Reading and/or writing assistance
- Specialized hardware/software programs (Kurzweil, JAWS)
- Calculating devices

*Classroom Accommodations:*

- Specialized hardware/software programs (Kurzweil, JAWS)
- Notetaking device, specialized software or notetaker
- Digital/audio textbooks and reading materials or large print
- Lab assistants

Instructional Strategies to Consider

- See strategies for blindness

## Prelingual Deafness

Prelingual deafness occurs prior to the development of language. Students who are prelingually deaf are likely to have limited language concepts that may cause them difficulty in comprehending some materials in Standard English. These students may need to receive instructions in print, or through sign language which may be furnished through an interpreter for the deaf.

## Examples of Academic Accommodations

*Testing accommodations may include*

- Extra time
- Clarification of test questions

*Classroom accommodations may include:*

- Interpreting services
- CART, C-Print
- Note-takers or specialized software

Instructional Strategies to Consider

- Reserve a front-row seat for the student. If an interpreter is necessary, the student should be positioned in such a way as to see both you and the interpreter.
- Face the student, keep your face within view whenever you speak, and speak in a natural tone of voice. Don't turn your back to write on the board while you are speaking. The student needs to

see your face.

- Have good lighting on your face. To avoid glare, do not stand in front of lamps or windows.
- If a sign language interpreter is present, speak directly to the student and not to the interpreter.
- Make certain you have the student's attention before speaking with the student, or starting your lecture.
- Repeat the questions and comments of the other students in the classroom, unless there is an interpreter present. They will do this.
- Use visual forms to reinforce what is being said (i.e., whiteboard, handouts, lecture outlines, etc.).
- Provide written directions or instructions when possible.
- Facilitate independent viewing time for audio-visual materials and check if any movie or televised show you use is captioned; if it is, use television that is closed-captioned reception.

### Postlingual Deafness/Hearing Impairment

Students with post lingual deafness or other hearing impairment usually function the same as students without disabilities with respect to written material. However, they may require accommodations with respect to oral test instructions/lectures. These students should be seated where they have a clear view of the instructor.

#### Examples of Academic Accommodations

##### *Testing Accommodations*

- See accommodations for prelingual deafness

##### *Classroom Accommodations*

- See accommodations for prelingual deafness in addition to:
  - Special seating
  - An FM system

#### Instructional Strategies to Consider

- See strategies for prelingual deafness.

### Coordination/Mobility Impairment

Students with coordination/mobility impairments have difficulty with upper body movement and hand functions. Many experience spasticity, or tremor, of the hands. Some students with manual dexterity problems also have difficulty walking, or may use a wheelchair or other assistive device to access their environment. Examples of coordination/mobility impairments include partial or total paralysis, amputation or severe injury, arthritis, active sickle cell disease, muscular dystrophy, multiple sclerosis, and cerebral palsy. Respiratory and cardiac diseases can also affect coordination. Any of these conditions may also impair strength, speed, endurance, coordination, and dexterity necessary or proper hand/leg function.

#### Examples of Academic Accommodations

##### *Testing accommodations may include:*

- Extra time
- Writing assistance or use of special software/hardware
- Recording answer directly on exams rather than on a Scantron

##### *Classroom accommodations may include:*

- Record lectures, specialized software or note-taker
- Lab assistant
- Extended deadlines for assignments

#### Instructional Strategies to Consider

- Make sure the classroom and lab are physically accessible.
- Arrange the classroom differently, if necessary, to accommodate the student's wheelchair or other



mobility needs.

- Consider emergency evacuation from the classroom and what alternatives would be necessary for the student. Be aware of the college's emergency evacuation procedures.
- Don't isolate the student in classroom seating because of mobility needs. Find a way to integrate the student into the mainstream while still giving him/her accessible seating.
- If the class includes a field trip, choose an appropriate mode of transportation. If it includes a practicum or other field placement, ensure that it is accessible.

## Systemic Disabilities

Students with systemic disabilities such as heart conditions, fibromyalgia, asthma, epilepsy, or diabetes may have limited strength, vitality or alertness. They may require frequent rest periods or breaks during class lectures or examinations to change position, use the bathroom, or rest.

## Examples of Academic Accommodations

*Testing accommodations may include:*

- Special timing (i.e., 10 minute rest periods during each hour, plus 30 minute rest periods after three and one-half hours) and rest periods not to count toward total test time allowance
- Breaks for use of toilet facilities with the time not to be counted toward total test time allowance
- Alternate seating (in front, near door)

*Classroom accommodations*

- Same as testing accommodations

## Instructional Strategies to Consider

- Consider whole class breaks

## Brain Injury

Students with brain injuries have either a traumatic brain injury (TBI) and have experienced a blow or jolt to the head or a penetrating head injury that disrupts brain function; or a non-traumatic brain injury that was the result of a stroke or aneurism, seizure activity, brain tumor, infectious disease, substance abuse or loss of oxygen to the brain. These students typically experience changes in cognitive, emotional, behavioral and physiological functioning. These changes can be temporary or permanent and will frequently include a combination of the following: impaired memory, disorganization, poor concentration, difficulty problem-solving, impaired thought processing speed, decreased tolerance for frustration, impulsivity, depression, increased irritability, anger management issues, loss of balance or coordination, fatigue, to name a few.

## Examples of Academic Accommodations

*Testing accommodations may include:*

- Extended time
- Alternate setting
- Basic, four-function calculator
- Spell checker
- Word processor

*Classroom accommodations may include:*

- Preferential seating
- Record lectures or use of a note-taker
- Digital/audio formatted textbooks and reading materials

### Instructional Strategies to Consider

- See strategies for students with learning disabilities

### Intellectual Disabilities

Students with intellectual disabilities have significantly below average intellectual abilities and limitations in the ability to function in activities of daily living. Students with intellectual disabilities can and do learn new skills, but they develop them more slowly than students with average to above average intelligence and adaptive skills. At BCC, these students are typically found in developmental courses and may need to repeat them several times before meeting the course objectives. Depending on the level of severity, some students with intellectual disabilities are quite capable of obtaining a program certificate.

### Examples of Academic Accommodations

*Testing accommodations may include:*

- See accommodations for students with learning disabilities.

*Classroom accommodations may include:*

- See accommodations for students with learning disabilities.

### Instructional Strategies to Consider

- See strategies for students with learning disabilities.

## A Note About Universal Design for Learning (UDL)

Universal Design for Learning (UDL) is a framework for course design and teaching that gives all students the opportunity to learn, whether disabled or not. UDL has three main principles: engagement, representation, and action and expression.

When designing a course using the principles of UDL, the instructor builds in intentional, flexible options and variety in the way a student engages with the course content, accesses learning materials, and demonstrates knowledge and understanding. For in depth information about UDL and how you can design your courses to meet a diverse range of learners and ensure accommodations become the exception and not the norm, please go to the CAST website at <https://www.cast.org/impact/universal-design-for-learning-udl>.