DRC FACULTY GUIDE
Supporting and Teaching Students with Disabilities

Empowering Students, Enhancing Equity and Promoting a Culture of Inclusion

BERKSHIRE
COMMUNITY COLLEGE

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berkshirecc.edu/DRC

Table of Contents

Accommodating Students with Disabilities

The Disability Resource Center (DRC) is available to assist you in providing academic accommodations tostudents 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 requirementsfor 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 theaccommodation that will permit your students with disabilities to fully access the academic environment.
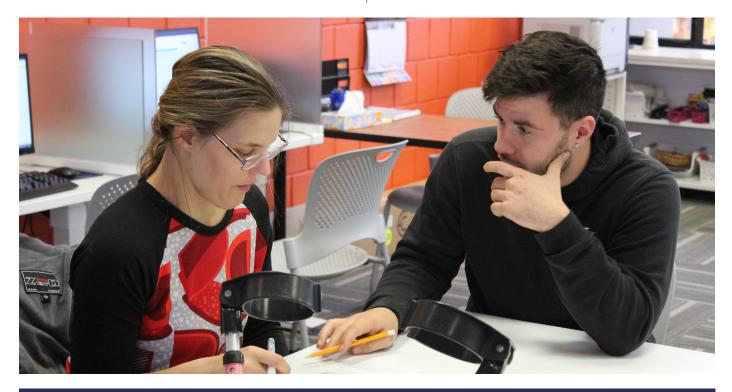
Identifying the Student

Faculty play an important role in supporting students with disabilities, but identifying who needs accommodations is not always straightforward. If a student has a documented disability and is approved for accommodations, faculty will receive an official accommodation plan from the Disability Resource Center (DRC) via email after the student submits their request.

Some students have apparent disabilities and may reach out to the DRC before the semester begins. However, many students have non-apparent (or "hidden") disabilities, such as mental health conditions, learning disabilities, or chronic health issues, which are not immediately visible. These students may delay

disclosing due to fear, stigma, or uncertainty about how their needs will be received. Sometimes disclosure comes in a moment of crisis, such as right before an exam when it may be too late to provide timely support.

Faculty can help create a supportive environment by including and reviewing the access statement on the syllabus during the first class session. This encourages students to seek accommodations early and fosters a more inclusive classroom.

Access Statement: *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.*

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 rational 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 of 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 use Genio, a notetaking app, to record their lectures.

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

- the recorded material is for my personal use in study and preparation related to the class.
- I may not publish or quote the lecture without the written consent of the lecturer/instructor.
- all recordings must be disposed of at the conclusion of the semester.
- instructors can inform the class that lectures are being recorded
- instructor may ask everyone to stop recording and notetaking when sensitive material is being shared.
- information in the recorded lecture may be protected by state and federal copyright law and violations of this agreement may subject me 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

Dear 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 or Education Coach

Accommodations may include the service of a personal care attendant (PCA) or an educational coach (ed coach) to address the physical and/or social-emotional needs of a student with a disability in order to fully participate in activities, services, and programs at the College. A PCA may assist the student with monitoring their adaptive equipment, help the student transfer from a wheelchair to a desk, or navigate the college campus. An educational coach may assist a student with their behavioral needs. They may prompt a student to focus, cue certain behaviors, or serve as the student's voice, when appropriate, without offering their own perspective.

The College does not provide individuals with devices or services that are personal in nature, including assistance with activities of daily living. It is the responsibility of the student with a disability to make appropriate arrangements to provide their own PCA or Ed Coach.

Berkshire Community College does not assume coordination or financial responsibilities for PCAs or Ed Coaches and is not responsible for any consequences resulting from a student's association with a PCA or Ed Coach. PCAs and Ed Coaches are not classroom assistants and have no authority to assist any academically related tasks (i.e. note taking, class participation, group activities, etc.) in the classroom or other academic settings, unless explicitly arranged between the student and DRC Staff.

Extended Deadlines for Assignments

In recognition of the unpredictable nature of some disability-related medical conditions, occasional short-term extensions on assignments may be a reasonable accommodation. These extensions are intended to support students whose documented disability may result in sudden flare-ups that temporarily impair their ability to complete academic work by the original deadline.

Accommodation Parameters:

- Students may request a short-term extension of up to 48 hours on no more than two to three assignments per semester, per course.

- Requests must be initiated by the student as soon as possible, preferably prior to the assignment deadline or within 24 hours of a missed deadline.

- This accommodation is not intended to address time management challenges or ongoing academic difficulty. Students experiencing such challenges are encouraged to work with our Academic Success Coaches and/or Tutors, who provide support with time management, organization, and executive functioning skills.

Instructor Considerations:

- Instructors are expected to honor reasonable extension requests that fall within the scope of this accommodation, unless doing so would fundamentally alter the nature of the course or compromise essential learning outcomes.

- In cases where an extension cannot be granted due to the structure or time sensitivity of an assignment (e.g., group projects, in-class presentations), instructors should consult with Disability Services to determine an appropriate alternative, if any.

Student Responsibility:

- Students should communicate clearly and promptly with their instructors regarding an extension. If more than 48 hours is needed, they should contact the DRC.

- Students are responsible for staying on top of their coursework and utilizing campus resources proactively.

For any questions or clarification regarding the implementation of this accommodation, instructors and students are encouraged to contact the Disability Resource Center.

Flexible Attendance

Students are responsible for fulfilling the essential requirements of their courses, programs, and degrees. However, the Americans with Disabilities Act (ADA) recognizes that issues related to disabilities such as chronic medical conditions, conditions that are episodic in nature or conditions that may require hospitalization, may impact attendance and the ability to meet deadlines.

Attendance and participation requirements vary depending on the nature of each course. For some classes, participation is fundamental to course objectives because students may be required to interact with others in class, demonstrate the ability to think and argue critically or participate in group activities/projects. In other classes, faculty may determine that students can master course content despite some or many absences.

The Disability Resource Center (DRC) does not have a role in determining the fundamental requirements of a course, which may include class attendance and participation. Policies regarding attendance and participation are established by faculty at the college. Students are encouraged to meet with faculty to discuss implications that absences may have on course requirements as early as possible in the semester as well as review the pertinent information in the course syllabus.

In the event a student's disability may impact their attendance in class, DRC staff will engage in an interactive process with the student and faculty to determine appropriate accommodations. Students should provide documentation to support a request for occasional absences during the interactive process. This may include but is not limited to flexibility with assignment due dates, alternate assignments and/or make-up quizzes/exams. A general rule for determining a reasonable timeframe for a makeup or postponement of an assignment, such as a paper, exam, or quiz, is the time equivalent to that which was missed. In certain courses, it may be appropriate to consider an alternative assignment, reading, or project to make up for missed class discussions or projects. Students will not incur a grading penalty due to disability-related absences. Students are advised of the following:

- Students are responsible for completing all course requirements.

- Students should attend class as much as possible.

- Student should notify the faculty member of a disability-related absence as soon as possible.

- Faculty are not required to change the essential elements of the learning outcomes of a course.

- If a course requires participation in activities such as labs, performance-based learning, group presentations, etc. flexibility in attendance may not be appropriate.

Teaching Students with Disabilities: Inclusive Strategies

Although the ADA requires colleges to use a case-by-case approach to meet disabled students' needs, applying principles of Universal Design for Learning (UDL) can increase accessibility for a diverse range of learners and reduce the need for individual accommodations. This is especially important as more students arrive to campus with mental health concerns, trauma histories, and/or executive functioning challenges.

The following section presents ten basic inclusive teaching practices based on UDL and is followed by instructional strategies tailored to specific disability groups. To learn more about inclusive teaching practices and UDL, visit www.CAST.org,

Universal Strategies

Top 10 Inclusive Teaching Strategies (UDL-Inspired)

1. Provide Multiple Means of Representation

Present content in various formats (text, video, audio, visuals) to support different learning styles and abilities.

2. Offer Flexible Options for Engagement

Allow students to interact with content and demonstrate learning in ways that align with their interests, needs, or strengths.

3. Use Clear, Consistent Organization

Structure your syllabus, LMS, and assignments clearly. Use checklists, headings, and predictable routines to support executive functioning.

4. Chunk Information and Assignments

Break content into manageable parts with clear instructions and due dates. This reduces cognitive load and supports attention and planning.

5. Build in Opportunities for Choice

Let students choose among topics, formats (e.g., essay, video, presentation), or reading materials to foster autonomy and relevance.

6. Use Varied Assessment Methods

Incorporate alternatives to traditional tests such as projects, reflections, portfolios, or open-book assessments.

7. Caption Videos and Use Accessible Documents

Ensure all media is accessible. Use captions, alt text for images, readable fonts, and screen reader-friendly formats.

8. Foster a Supportive, Trauma-Informed Environment

Build trust, offer flexibility where possible, and model empathy. Be transparent about expectations and provide regular, low-stakes feedback.

9. Post Materials and Recordings in Advance

Give students early access to slides, readings, and recordings to allow for preparation, review, and different processing speeds.

10. Encourage Peer Collaboration with Structure

Use guided group work, peer feedback, and discussions with clear roles and expectations to build community and deepen understanding.

Instructional Strategies Tailored to General Disability Groups

Disabilities that Impact Executive Functioning (EF)

Includes: ADHD, Autism Spectrum Disorder (ASD), some Psychiatric Disabilities (e.g., anxiety, depression, PTSD)

Description:

This category includes disabilities that affect executive functioning skills such as attention, organization, time management, working memory, emotional regulation, and task initiation. While these conditions vary widely in presentation, students may struggle with planning, completing tasks on time, sustaining attention, or adapting to changes in routines or expectations.

Note: This category includes students with ADHD, Autism Spectrum Disorder (particularly those with significant executive functioning support needs), and certain psychiatric conditions that impact focus and cognitive regulation. While these are distinct diagnoses, they are grouped here based on shared executive functioning challenges, not diagnostic similarity. Faculty should avoid assumptions and consult the Disability Resource Center for student-specific guidance.

Instructional Strategies:

- Provide direct, systematic, explicit instruction
- Provide clear, consistent instructions (oral + written)
- Break assignments into smaller, manageable tasks with interim deadlines
- Use checklists, rubrics, or models of completed work
- Allow flexible deadlines or late work policies when feasible
- Maintain predictable class structure or routines
- Offer advance notice for schedule or assignment changes
- Use positive reinforcement and regular feedback

Assistive Technology:

- Task management apps (e.g., Todoist, Trello)
- Organizational tools (e.g., Google Calendar, Reminders)

- Audio or visual timers for pacing
- Text-to-speech/speech-to-text tools
- Digital notebooks (e.g., OneNote, Notability)
- Note-taking support (e.g., Genio, smart pens)

Classroom Accommodations:

- Flexible attendance (as discussed and documented)
- Access to notes, slides, or recorded lectures
- Preferential seating to reduce distractions
- Permission to take breaks or step out during class

Exam Accommodations:

- Extended time
- Reduced-distraction testing environment
- Use of breaks during testing
- Use of computer or assistive tech for written responses
- Graphic organizers for writing essays

Cognitive Disabilities

Includes: Learning Disabilities (e.g., dyslexia, dyscalculia), Borderline Intellectual Functioning, Intellectual Disabilities

Description:

Cognitive disabilities affect how students acquire, process, store, and respond to information. While learning disabilities involve average or above-average intelligence with specific processing difficulties (e.g., reading, writing, math), intellectual disabilities involve limitations in both intellectual functioning and adaptive behavior. Students may have difficulties with memory, processing speed, problem-solving, or abstract thinking.

Instructional Strategies:

- Provide direct, systematic, explicit instruction
- Present information in multiple formats (visual, oral, written)
- Break tasks into smaller, manageable steps
- Use clear, concise language
- Offer graphic organizers, outlines, or study guides
- Provide frequent feedback and check-ins
- Allow additional time for comprehension
- Encourage use of peer note takers or recorded lectures

Assistive Technology:

- Text-to-speech and speech-to-text tools (e.g., Kurzweil, Read&Write)
- Audio books (e.g., Learning Ally, Bookshare)

- Graphic organizer software (e.g., Inspiration Maps)
- Smart pens (e.g., Livescribe)
- Notetaking software (e.g., Glean, Notability)

Classroom Accommodations:

- Preferential seating
- Access to lecture notes or slides in advance

Exam Accommodations:

- Extended time
- Reduced-distraction testing environment
- Use of calculator, formula sheets (when appropriate)
- Oral reading of questions or use of screen reader

Hearing Disabilities

Includes: Hard of Hearing, Deaf

Description:

Hearing disabilities range from mild hearing loss to complete deafness and may impact access to spoken communication, especially in large or acoustically poor environments. Communication modes vary and may include lip reading, spoken English, American Sign Language (ASL), or cued speech.

Instructional Strategies:

- Face students when speaking and avoid covering your mouth
- Provide captions or transcripts for videos and audio content
- Use visual aids and written instructions
- Incorporate real-time captioning or interpreters in group discussions

Assistive Technology:

- FM systems or hearing loops
- Captioning software (e.g., Otter.ai, CART services)
- Video relay or captioned phones
- Note-taking apps or services

Classroom Accommodations:

- Sign language interpreters or captioning services
- Seating to allow clear visual access to speaker/interpreter

Exam Accommodations:

- Extended time (if needed due to interpreter or reading pace)
- Interpreter present during instructions
- Written instructions for oral directions

Physical/Orthopedic Disabilities

Includes: Mobility impairments, cerebral palsy, amputations, spinal cord injuries

Description:

Physical disabilities can affect a student's ability to move, sit, write, or access classroom environments. Students may use wheelchairs, prosthetics, walkers, or other mobility aids.

Instructional Strategies:

- Ensure physical access to classroom and lab spaces
- Allow flexible seating arrangements
- Avoid penalizing for delayed responses or slow physical execution
- Allow use of technology to participate (e.g., voice input)

Assistive Technology:

- Voice recognition software (e.g., Dragon NaturallySpeaking)
- Adaptive keyboards and mice
- Tablets or laptops for note-taking
- Notetaking software (e.g., Genio, Otter.AI)
- Mouth sticks or head pointers

Classroom Accommodations:

- Adjustable desks/tables
- Classrooms in accessible locations
- Peer or assistant support for lab or fieldwork

Exam Accommodations:

- Extended time
- Use of scribe or computer
- Exams administered in accessible locations or formats

Systemic/Chronic Health Conditions

Includes: Cancer, Diabetes, Fibromyalgia, Lupus, Chronic Fatigue Syndrome, Migraines, Epilepsy

Description:

These conditions may cause fluctuating symptoms such as fatigue, pain, dizziness, or cognitive fog. Attendance and stamina may vary day-to-day or week-to-week. Some students may require medical devices, dietary considerations, or emergency protocols.

Instructional Strategies:

- Be flexible with attendance and participation policies
- Offer asynchronous access to course materials when possible

- Provide flexibility with deadlines when appropriate

Assistive Technology:

- Note-taking support tools (e.g., Glean, Notability)
- Audio recording apps or digital recorders
- Text-to-speech and screen readers for fatigue management

Classroom Accommodations:

- Flexible attendance (as discussed and documented)
- Extended deadlines for assignments
- Breaks during class
- Notetaking software (e.g., Genio, Notability)
- Ability to eat or hydrate in class if medically necessary

Exam Accommodations:

- Extended time
- Breaks during exams
- Exams scheduled at optimal times (e.g., morning vs. afternoon)
- Private room to manage health needs during testing

Summary

We hope this guide has been a helpful resource in understanding how to support students with disabilities in your courses. While it provides an overview of common accommodations and strategies, the Disability Resource Center is always available for consultation and support. Accommodations are not about giving students an advantage—they are about removing barriers so that all students have a fair opportunity to succeed. By maintaining high academic standards and implementing appropriate accommodations, we ensure that success is determined by ability, not access. Ultimately, our goal is to move beyond accommodations as the default access method and toward course designs that are universally accessible from the start. With thoughtful planning and inclusive practices, we can create learning environments where all students can thrive.

Disability Resource Center

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