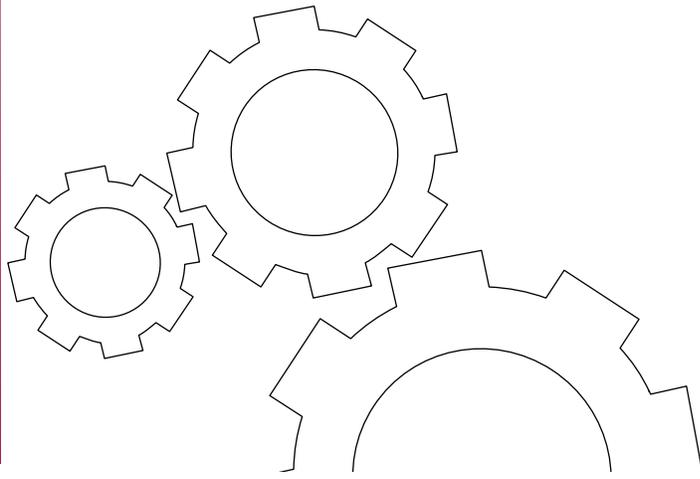
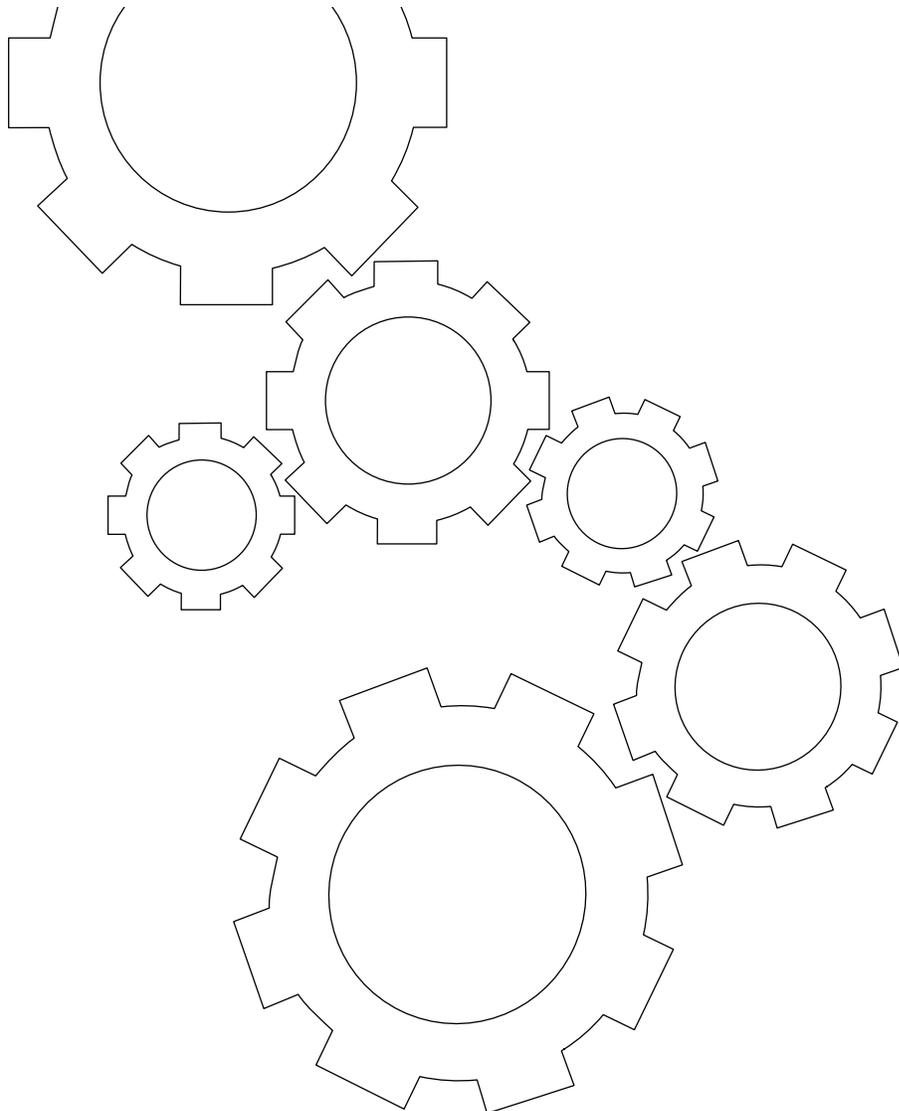




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RICHMOND
COMMUNITY COLLEGE



Faculty & Staff Guide to **DISABILITY SERVICES**



Richmond Community College is committed to following applicable requirements of federal law found in the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1990 and The Americans with Disabilities Act Amendments Act (ADAAA) of 2008.

This resource manual is designed to support RCC faculty and staff in maintaining compliance with applicable laws and to provide suggestions for effectively working with applicants and students with disabilities.

This manual includes many examples of accommodations that may be considered in order to meet the needs of students with disabilities. The fact that any particular type of accommodation has been included does not mean that it should be considered a reasonable accommodation in all cases.

Accommodations are solely based on individual need following an interview with the student and a review of documentation provided by medical, mental health, and/or assessment professionals. Any specific accommodation provided by RCC should be one that is reasonable and does not place an undue burden on this institution. This approach is in keeping with Federal law and RCC's goal to support both disabled and non-disabled students.

RCC does not discriminate on the basis of race, color, national origin, gender, national origin, sex, or disability.

Richmond Community College is an equal opportunity/affirmative action institution.

Accommodations will be provided upon request for persons with disabilities. Persons with disabilities needing this publication in alternate format may contact Disability Support Services at 910-410-1867.

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Section 504 of the Rehabilitation Act of 1973

“No otherwise qualified individual with disabilities in the United States... shall solely by reason of her/his disability, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance.”

Richmond Community College is a public institution of higher education which receives Federal assistance and, therefore, is legally bound to prohibit discrimination in the recruitment process, the admissions process and the educational process of students with disabilities. Students with documented disabilities are entitled to receive approved modifications, appropriate academic adjustments or auxiliary aids that will enable them to participate in and have the opportunity to benefit from all educational programs and activities at Richmond Community College.

Under the provisions of Section 504, Richmond Community College may not:

- ❖ Limit admissions of otherwise qualified students with disabilities;
- ❖ Make pre-admission inquiries as to whether an applicant is disabled;
- ❖ Exclude an otherwise qualified student with a disability from any course of study;
- ❖ Provide less financial assistance to students with disabilities than is provided to non-disabled students or limit eligibility for scholarships on the basis of disability;
- ❖ Counsel students with disabilities into more restrictive career paths than are recommended to non-disabled students;
- ❖ Measure student achievement using modes that adversely discriminate against a student with a disability; or
- ❖ Establish rules and policies that have the effect of limiting participation of qualified students with disabilities in educational programs or activities.

Students who have self-identified, provided documentation of disability, and requested reasonable accommodations are entitled to receive approved modifications of programs, appropriate academic adjustments, or auxiliary aids that enable them to participate in and benefit from all educational programs and activities.

Americans with Disabilities Act

Title II of the Americans with Disabilities Act (ADA) of 1990 states:

“Subject to the provisions of this title, no qualified individual with a disability shall, by reason of such disability, be excluded from participation in or be denied the benefits of the services, programs, or activities of a public entity, or be subjected to discrimination by any such entity.”

The ADA Amendments Act (ADAAA) was signed into law on September 25, 2008 and became effective January 1, 2009. This law focuses on the discrimination at issue instead of the individual’s disability. It makes significant changes to the term “disability” by rejecting the holdings in several Supreme Court decisions and portions of the Equal Employment Opportunity Commission’s (EEOC) ADA regulations.

The ADAAA retains the ADA’s basic definition of disability as an impairment that substantially limits one or more major life activities, a record of such an impairment, or being regarded as having such an impairment. However, it changes the way that the statutory terms should be interpreted. Most significantly, the ADAAA:

- ❖ Directs EEOC to revise the portion of its regulations that defines the term “substantially limits”;
- ❖ Expands the definition of “major life activities” by including two non-exhaustive lists:
 - The first list includes many activities that the EEOC has recognized (e.g., walking) as well as activities that EEOC has not specifically recognized (e.g., reading, bending, and communicating);
 - The second list includes major bodily functions (e.g., “functions of the immune system, normal cell growth, digestive, bowel, bladder, respiratory, neurological, brain, circulatory, endocrine, and reproductive functions”);
- ❖ States that mitigating measures other than “ordinary eyeglasses or contact lenses” shall not be considered in assessing whether an individual has a disability;
- ❖ Clarifies that an impairment that is episodic or in remission is a disability if it would substantially limit a major life activity when active;
- ❖ Provides that an individual subjected to an action prohibited by the ADA (e.g., failure to hire) because of an actual or perceived impairment will meet the “regarded as” definition of disability, unless the impairment is transitory and minor;

- ❖ Provides that individuals covered only under the “regarded as” prong are not entitled to reasonable accommodation; and
- ❖ Emphasizes that the definition of “disability” should be interpreted broadly.

RCC's NON-DISCRIMINATION POLICY

Richmond Community College is committed to the education of all academically qualified students. RCC does not discriminate on the basis of race, color, national origin, gender, national origin, sex, or disability.

Rights & Responsibilities

Student Rights

- Equal access to courses, programs, services, jobs, and activities offered by RCC;
- Equal opportunity to work, learn, and receive accommodations, academic adjustments and/or auxiliary aids and services;
- Confidentiality of information regarding their disability as applicable laws allow;
- Information available in accessible formats;
- Right to refuse accommodations when they are not needed.

Student Responsibilities

- Self-identify as a person with a disability by initiating contact with the Disability Services office to receive reasonable accommodations;
- Provide Disability Services with appropriate documentation from an approved disability provider;
- Meet with the Disability Services Counselor to determine accommodations based on the documentation;
- Work through the Disability Services office each semester to provide designated instructors with signed copies of your accommodations via the Accommodation Plan form;
- Give timely notification of the need for reasonable accommodations;
- Meet qualifications and maintain essential institutional standards for programs, courses, services, and activities.

College Rights

- Identify and establish essential functions, abilities, skills, knowledge, and standards for courses, programs, services, jobs, and activities, and to evaluate students on this basis;
- Request and receive current documentation from a qualified professional that supports requests for accommodations, academic adjustments, and/or auxiliary aids and services;
- Deny a request for accommodations, academic adjustments, and/or auxiliary aids and services if the documentation does not demonstrate that the request is warranted, or if the individual fails to provide appropriate documentation;
- Select among equally effective accommodations, adjustments, and/or auxiliary aids and services;
- Refuse to provide an accommodation, adjustment, and/or auxiliary aid and service that impose a fundamental alteration on a program or activity of the college.

College Responsibilities

- Provide information to faculty, staff, students, and guests with disabilities in accessible format upon request;
- Provide accessible campuses and accessible classrooms;
- Accommodate the known limitations of an otherwise qualified students with a disability;
- Ensure that courses, programs, services, and activities, when viewed in their entirety, are available and usable in the most integrated and appropriate settings;
- Provide or arrange accommodations, academic adjustments, and/or auxiliary aids and services for students with disabilities in courses, programs, services, and activities;
- Maintain confidentiality of records and communication, except where permitted or required by law;
- Maintain academic standards by providing accommodations without compromising the content, quality, or level of instruction.

Faculty Responsibilities

- Accommodate the known limitations of an otherwise qualified student with a disability;
- Provide reasonable accommodations without questioning the validity of a documented disability when accommodations have been authorized by the Disability Services office;
- Cooperate with Disability Services in providing accommodations, academic adjustments, and/or auxiliary aids and services for students with disabilities;
- Meet with identified students to discuss the provision of accommodations as quickly as possible each semester, especially if the student is reluctant to self-advocate;
- Maintain confidentiality of records and communication, except where permitted or required by law.

Definitions

Americans with Disabilities Act Title II Regulations, §35-104

Accommodation - Adjustments made in course materials or instructional methodology which do not change the essential nature or academic and technical standards of the course; adjustments made in the physical attributes of a classroom such as the provision of accessible tables and/or chairs, which do not disrupt the essential activities of the class or program; assistive technology made available to persons with disabilities in college learning labs, the library, test center, or classroom, or other areas where programs and activities of the college are carried out.

Assistive technology - Any item, piece of equipment, or product system, whether acquired commercially, modified, or customized, that is used to increase, maintain, or improve functional capabilities for individuals with disabilities.

Auxiliary aids and services include -

1. Qualified interpreters on-site or through video remote interpreting (VRI) services; notetakers; real-time computer-aided transcription services; written materials; exchange of written notes; telephone handset amplifiers; assistive listening devices; assistive listening systems; telephones compatible with hearing aids; closed caption decoders; open and closed captioning, including real-time captioning; voice, text, and video-based telecommunications products and systems, including text telephones (TTYs), videophones, and captioned telephones, or equally effective telecommunications devices; videotext displays; accessible electronic or information technology; or other effective methods of making aurally delivered information available to individuals who are deaf or hard of hearing;
2. Qualified readers; taped texts, audio recordings; Brailled materials and displays; screen reader software; magnification software; optical readers; secondary auditory programs (SAP); large print materials; accessible electronic and information technology; or other effective methods of making visually delivered materials available to individuals who are blind or have low vision;
3. Acquisition or modification of equipment or devices; and
4. Other similar services and actions.

Closed captioning allows individuals who are deaf or have limited hearing to view television and understand what is being said. The words spoken on the television are written across the bottom of the screen so the person can follow the dialogue and action of the program.

Descriptive videos are designed for people who are visually impaired. The videos provide additional narration which carefully describes the visual elements of the file, such as the action of the characters, location, and costumes, without interfering with the actual dialogue and sound effects.

Direct threat means a significant risk to the health or safety of others that cannot be eliminated by a modification of policies, practices or procedures, or by the provision of auxiliary aids or services.

Disability means any person who (1) has a physical or mental impairment that substantially limits one or more of the major life activities; has a record of impairment; or has been regarded as having such an impairment.

1. **Physical or mental impairment** means:
 - a. Any physiological disorder or condition, cosmetic disfigurement, or anatomical loss affecting one or more of the following body systems: neurological, musculoskeletal, special sense organs, respiratory (including speech organs), cardiovascular, reproductive, digestive, genitourinary, hemic and lymphatic, skin and endocrine;
 - b. Any mental or psychological disorder such as mental retardation, organic brain syndrome, emotional or mental illness, and specific learning disabilities.
 - c. The phrase physical or mental impairment includes, but is not limited to, such contagious and noncontagious diseases and conditions as orthopedic, visual, speech and hearing impairments, cerebral palsy, epilepsy, muscular dystrophy, multiple sclerosis, cancer, heart disease, diabetes, mental retardation, emotional illnesses, specific learning disabilities, HIV disease (whether symptomatic or asymptomatic), tuberculosis, drug addition, and alcoholism.
2. **Major life activities** include, but are not limited to, caring for oneself, performing manual tasks, seeing, hearing, eating, sleeping, walking, standing, lifting, bending, speaking, breathing, learning, reading, concentrating, thinking, communicating, and working.

3. The phrase “has a record of such an impairment” means has a history of, or has been misclassified as having, a mental or physical impairment that substantially limits one or more major life activity.
4. The phrase “regarded as having an impairment” means:
 - i. Has a physical or mental impairment that does not substantially limit major life activities but that is treated by a public entity as constituting such a limitation;
 - ii. Has a physical or mental impairment that substantially limits major life activities only as a result of the attitudes of others toward such impairment; or
 - iii. Has none of the defined impairments but is treated by a public entity as having such an impairment.

Essential nature of a course - This is language from applicable case law (ref. The Davis decision). The essential elements of each course requirement and curriculum programs need to be identified. Colleges are not required to waive or substitute alternate courses in place of courses which are essential elements of programs.

Facility means all or any portion of buildings, structures, sites, complexes, equipment, rolling stock or other conveyances, roads, walks, passageways, parking lots, or other real or personal property, including the site where the building, property, structure or equipment is located.

Other power-driven mobility device means any mobility device powered by batteries, fuel, or other engines - whether or not designed primarily for use by individuals with mobility disabilities - that is used by individuals with disabilities for the purpose of locomotion, including golf cars, electronic personal assistance mobility devices, such as the Segway® PT, or any mobility device designed to operate in areas without defined pedestrian routes, but that is not a wheelchair.

Preadmission Inquiry - Institutions may not make preadmission inquiry as to whether an applicant for admissions has a disability. Confidential inquiries may be made after the candidate is admitted to determine if accommodations are needed.

Qualified individual with a disability means an individual with a disability who, with or without reasonable modifications to rules, policies, or practices, the removal of architectural, communication, or transportation barriers, or the provision of auxiliary

aids and services, meets the essential eligibility requirements for the receipt of services or the participation in the programs or activities provided by the college.

Qualified interpreter means an interpreter who, via a video remote interpreting (VRI) service or an on-site appearance, is able to interpret effectively, accurately, and impartially, both receptively and expressively, using any necessary specialized vocabulary. Qualified interpreters include, for example, sign language interpreters, oral transliterators, and cued-language transliterators.

Qualified reader means a person who is able to read effectively, accurately, and impartially using any necessary specialized vocabulary.

Reasonable accommodations are academic adjustments or physical adjustments necessary to make a facility or activity accessible to qualified individuals with disabilities. Once the individual is determined otherwise qualified, the known physical or mental limitation is to be accommodated unless it can be shown that the accommodation would impose an undue hardship.

Service animal means any dog that is individually trained to do work or perform tasks for the benefit of an individual with a disability, including a physical, sensory, psychiatric, intellectual, or other mental disability. The work or tasks performed by a service animal must be directly related to the individual's disability. See Service Animal section for further information.

Telecommunications Relay System is a service (usually maintained by a telephone company) that will relay information verbally for those individuals whose communication must rely on electronic transmission due to a functional limitation, i.e., speech or hearing limitation.

Video remote interpreting (VRI) means an interpreting service that uses video conference technology over dedicated lines or wireless technology offering high-speed, wide-bandwidth video connect that delivers high-quality video images.

Wheelchair means a manually-operated or power-driven device designed primarily for use by an individual with a mobility disability for the main purpose of indoor, or both indoor and outdoor locomotion.

Policies & Procedures for Students with Disabilities

Disability services are offered at Richmond Community College to support students in achieving their educational goals. In order to minimize the effects of a student's disability on his/her academic performance, a reasonable adjustment or accommodation can be provided as long as the accommodation does not alter a published course competency or course standard. Accommodations are provided based on documentation submitted by medical and/or mental health professionals who have knowledge of the student's disability. Accommodations are provided based on the individual's specific needs and circumstances.

1. Request for Accommodations

- A. Students needing accommodations are responsible for making their disability known to the Disability Services Counselor in Student Services. Students may be referred to the Disability Services Counselor by high school officials, community agencies, parents, RCC faculty or staff, or by self-referral. **Faculty and staff may not make a preadmission inquiry as to whether a student has a disability.**
- B. Students are encouraged to contact the Disability Services Counselor as soon as possible. Requests for accommodations should be made at least three weeks prior to the first day of class for which the accommodations are requested. Without adequate notice RCC cannot guarantee that all appropriate accommodations will be arranged prior to the first class.
- C. Students may elect to disclose a disability at any time. Although it is preferable for accommodations to be arranged prior to the beginning of the semester, circumstances may arise which warrant additional accommodations during the semester. Students needing additional accommodations should be referred to the Disability Services Counselor.

2. Acceptable Sources of Documentation

- A. The student's self-report will be the primary source of verification of the disability and effective accommodations. Secondary documentation will include observation and interaction with the student by the Disability Services Counselor. Documentation may be requested from medical and/or educational sources that reflect educational or medical history as well as accommodations that may be effective in meeting the needs of the student.
- B. A disability shall be assessed "without regard to the availability of mitigating measures, such as reasonable modifications or auxiliary aids and

services. For example, a person with hearing loss is substantially limited in the major life activity of hearing, even though the loss may be improved through the use of a hearing aid. Likewise, persons with impairments such as epilepsy or diabetes, that substantially limit a major life activity, are covered under the under the definition of disability, even if the effects of the impairment are controlled by medication" (Title II Regulations, 1991 Preamble and Section by Section Analysis).

- C. Documentation will be considered confidential and will be maintained in the office of the Disability Services Counselor.

3. Accommodation Plan

- A. Upon a student's request for accommodations and a review of appropriate documentation, the student and the Disability Services Counselor will complete an Accommodation Plan. The plan authorizes the release of information to appropriate faculty members and outlines the agreed upon accommodations.
- B. The Accommodation Plan may include a pre-determined schedule of meetings with the Disability Services Counselor to monitor progress.
- C. The Disability Services Counselor will email an Accommodation Plan to the appropriate faculty member(s). It is essential that the plan be maintained in a confidential manner.
- D. The Accommodation Plan must be updated prior to or at the time of registration each semester. Accommodations may not be provided without a current semester Accommodation Plan.
- E. RCC does not provide services of a personal nature. Arrangements for personal services are the student's responsibility.
- F. Students are expected to comply with all college policies and procedures as outlined in the RCC Catalog & Student Handbook.
- G. The Disability Services Counselor is available for faculty consultation and/or meetings with the students and faculty upon request.

4. Grievance Process

Students with disabilities are responsible for contacting Disability Services if reasonable accommodations are not implemented in an effective or timely manner. Students who have concerns about their accommodations are encouraged to address the problem informally with their instructor. The Disability Services Counselor works with faculty, staff, and students with disabilities to resolve disagreements regarding recommended accommodations.

Any student with a disability who believes he/she has been discriminated against on the basis of a disability or who has improperly been denied a reasonable accommodation may file a grievance in accordance with the Grievance Procedure as outlined in the Student Guide to Disability Services.

COMMON ACCOMMODATIONS

Described below are some of the more common accommodations that may be granted. Prior permission for all accommodations should be obtained through the Disability Services Counselor. Any questions concerning the accommodations(s) accorded to a particular student should be directed to the Disability Services Counselor.

- **Extended Time**

Extended time does not mean unlimited time. Typical time accommodations include time and a half. Double or triple time may be warranted in some circumstances. Time accommodations are determined based on the disability and course requirements. Extended time is calculated based on the allotted time for the class.

- **Low Distraction Environment**

A quiet environment is provided in which visual and auditory stimuli are reduced. Students should not be located in hallways, open spaces, or areas where traffic is routine. It is appropriate for the student to test in faculty offices provided there are no interruptions during the test time. Students may use noise reducing headphones/earplugs (available in Disability Services). Signage (Please Be Quiet-Testing in Progress) should be posted.

- ***Test Accommodations***

Some students will need to take their tests in a non-traditional format. Examples of alternative testing are extended test time, testing outside the classroom, dictating, scribing and reading services. Should this accommodation be granted, please follow the required protocol:

1. Complete the ADA Request for Special Testing form that can be found in the GroupWise Forms folder.
2. In order to satisfactorily meet the needs of students with disabilities, the Request for Special Testing must be submitted to the Academic Success Center Lead Coordinator at least 72 hours in advance. All accommodations noted on this form must be supported by the accommodations as documented on the Accommodation Plan form provided to you by the Disability Services Counselor.
3. The instructor is responsible for informing the student that they are to report to the Academic Success Center at the appointed date and time, and that failure to keep scheduled appointments may result in the loss of services.
4. Tests must be administered at the same time as that of the class.

5. The student has the right to refuse accommodations and may test with the class if he/she chooses. The student should notify the Disability Services Counselor if the accommodation is no longer needed.

- ***Interpreter Services***

Students who require interpreter services are strongly encouraged to pre-register for subsequent semester classes. Students should contact the Disability Services Counselor as soon as they know their scheduled classes for the next semester. It can take several weeks to locate a qualified interpreter who can work at the times needed. Every attempt is made to locate certified interpreters, but occasionally non-certified personnel are employed. If an interpreter cannot be located, an alternative format will be utilized.

- ***Note Taker Services***

If note takers are needed for students in your class, services may be arranged through one of the following ways:

- (1) On the first class day, privately communicate with the student who is to be accommodated. Determine if the student has already identified a fellow classmate who would be willing to allow his or her notes to be copied. If so, have both students come to Student Services where the note taking arrangement will be explained and formalized in a contract signed by the accommodated student, the note taker, and the Disability Services Counselor.
- (2) If the student has not identified a potential note taker, simply make an announcement in class to indicate that a student will need the assistance of a note taker. Explain that the note taker would only be agreeing to allow his or her notes to be copied and that the copies will be made free of charge in Student Services. Again, if a student offers to assist, refer both students to Student Services where the note taking arrangement will be explained and formalized in a contract.
- (3) If no one in the class offers assistance, immediately notify the Disability Services Counselor. Alternative arrangements will be made.
- (4) Note-takers will be compensated with a \$100.00 stipend (prorated by length of the service) for satisfactory completion of note taking.

- ***Academic Counseling***

Trained counselors are available to help students make the best decisions about their education. They help with career planning and problem solving throughout the college career at RCC. Whether students need help managing their time,

establishing priorities, or changing their schedule, RCC counselors are here to help. The counselors are aware of the fact that disabled students may have unique academic and/or personal concerns.

- ***Registration Assistance***

A faculty member/advisor will be assigned to students. The student should schedule an appointment with their advisor each semester to discuss their progress and complete their class schedule card. Counselors are also available to assist them in this area. It is the students' responsibility to maintain an accurate record of their academic progress.

In some cases disabled students may be given priority registration accommodations. Priority registration accommodations may include advance or priority placement in selected courses or advancement to the front of the line for students with mobility impairments. Be advised, however, that priority registration does not guarantee that any student will get into all of the courses he or she has selected.

- ***Taped Textbooks & Reader Services***

RCC will provide digital or alternatively formatted textbooks for students requiring written materials in a non-traditional format. If, however, the required textbook(s) are not available, reasonable accommodations will be coordinated between the Disability Services Office and the Academic Success Center. Whenever possible, students are encouraged to provide their class schedule to the Disability Services Counselor at least three weeks prior to the beginning of the semester in order to allow sufficient time to acquire and/or prepare textbook accommodations. Pre-scheduling is strongly recommended.

TextHelp Read & Write is a screen reader that is provided to students who have specific learning disabilities, traumatic brain injuries, and/or visual impairments. It is capable of reading scanned material, electronic books and web pages. Should this service be required, please allow at least 72 hours for materials and/or tests to be prepared. The documents must be scanned, edited and re-proofed before being made available to the student.

If students require other kinds of reader services, the Disability Services Counselor should be informed as soon as possible.

- ***Tutorial Services***

The Academic Success Center is an open computer/skills lab where students can receive assistance with their skill level in all subjects and computer related work.

Peer tutors and/or volunteers with advanced degrees are available to work with the students to improve their skills. Services are free to all students.

- ***Course Substitutions***

RCC recognizes that for some students with disabilities, even with reasonable accommodations, learning in some specific courses may be precluded. Students with disabilities requesting substitution of coursework should submit a written statement requesting course substitution, including the reason for the request, to the Disability Services Counselor. The student should be prepared to clearly demonstrate how the disability specifically affects his/her ability to acquire the subject matter of the particular course. Additional documentation may be requested and may include, but is not limited to, statements/recommendations from former teachers, special education providers, and/or other professionals, and a history of attempts to successfully complete the course while using accommodations. Each case is considered individually and will require further consultation with the Vice-President for Student Services and the Vice-President of Curriculum.

While RCC will permit the substitution of another course as an accommodation in some instances, RCC will not substitute or waive any course requirement that is found to be essential to a program of study.

Any student who receives approval for a course substitution is expected to fully comply with all substituted requirements. Further, any substitution is only valid for the course(s) identified, within the student's official curriculum at the time of the substitution. If, however, the student initiates and causes any change(s) to be made to his or her curriculum, the previously approved course substitution shall be rendered void.

- ***Class Attendance***

RCC has determined that regular class attendance is essential to realize course objectives, and that excessive absences are detrimental to academic success. RCC has established that absences in excess of 10% will be considered excessive; however, the College also recognizes that the nature of some disabilities may impact the student's ability to comply with the 90% attendance policy, and a student may warrant an increased number of maximum allowable absences. The determination will be made on a case-by-case basis and shall only be in those cases where the increase will not create a substantial alteration in the manner of instruction or compromise the integrity of the course; generally, students will be allowed no more than 50% more absences. For example, if the maximum number of absences in a particular class would normally be 4, a student may be granted an additional 2 absences for a total of 6 allowable absences. If a class normally imposes a maximum of 8 absences, a student may be allowed an additional 4 absences for a total of 12.

The Office for Civil Rights states that each request for additional absences should be evaluated individually. The format of the class must be taken into

consideration in determining if absences beyond those allowed by the attendance policy are acceptable. It is a curriculum decision to determine the essential functions of a course and to determine if absences beyond the attendance policy alter those functions. Disability Services does not have a role in determining course attendance policies and does not issue official written excuses for disability related absences.

In the event of a disability related absence, it is the student's responsibility to contact the instructor. With the instructor's permission, the student is responsible for making up missed assignments and tests.

- ***Assistive/Adaptive Technology***

RCC is committed to the goal of providing assistance, as necessary, regarding a student's impairment in order to enable them to participate in and benefit from the programs and activities enjoyed by all students. Upon registering his or her disability information with the Disability Services Counselor, the student will identify any needs for specialized assistive/adaptive technology. The Disability Services Counselor will assess the student's request and make every effort to provide the student with reasonable technological accommodations.

- ***Classroom Re-Location***

In the event a student uses a wheelchair, requires other adaptive equipment, or requires a service animal, it may be necessary to make changes in the original classroom location.

Service Animals

By law, RCC may not ask about the nature or extent of a person's disability when the person uses a service animal. Documentation cannot be required to determine if the animal has been trained, certified, or licensed as a service animal. Only two questions may be asked of the individual when determining if the animal is a reasonable accommodation:

1. Is the animal required because of a disability?
2. What work or task has the animal been trained to perform?

Service animals have historically been recognized as dogs trained to do work or perform tasks for the benefit of an individual with a disability, including a physical, sensory, psychiatric, intellectual, or other mental disability.

The work or tasks performed by a service animal must be directly related to the individual's disability. Examples of work or tasks include, but are not limited to, assisting individuals who are blind or have low vision with navigation and other tasks, alerting individuals who are deaf or hard of hearing to the presence of people or sounds, providing non-violent protection or rescue work, pulling a wheelchair, assisting an individual during a seizure, alerting individuals to the presence of allergens, retrieving items such as medicine or the phone, providing physical support and assistance with balance and stability to individuals with mobility disabilities, and helping persons with psychiatric and neurological disabilities by preventing or interrupting impulsive or destructive behaviors.

Revisions to the Americans with Disabilities Act (Title II, §35.136) direct public entities to "make reasonable modifications in policies, practices, and procedures to permit the use of a miniature horse by an individual with a disability if the miniature horse has been individually trained to do work or perform tasks for the benefit of the individual with a disability."

Miniature horses generally range in height from 24" to 34" in height and weigh between 70 and 100 pounds. To be accommodated in RCC facilities, the horse must be (1) housebroken; (2) under the owner's control; and (3) cannot compromise the safety requirements necessary for the safe operation of the facility.

Service Animals on Campus and In Classrooms

Service animals are trained to respond to commands from the individual with the disability. They are not to be engaged as one would interact with a pet. It is important that the animal not be distracted by someone who may misunderstand the function of the animal. The following guidance is offered:

1. Speak with the student privately. Determine the space needs of the animal when it is at rest. Keep in mind that the student may have other accommodations (e.g., seating close to front of class, near instructor). The classroom must be arranged to allow for the student's accommodations and space for the service animal.
2. Do not touch, speak to, or in any way distract the service animal.
3. Students should be cautioned to avoid disturbing or distracting the service animal.
4. Petting, teasing, or playing with the animal should not be tolerated.
5. The student with the disability may wish to discuss the service animal with the class. This is the most appropriate way for students to gain an understanding of the animal's purpose and the student's needs.

Inquiries, Exclusions, and Other Specific Rules Related to Service Animals

(Excerpted from http://www.ada.gov_animals_2010.htm)

- When it is not obvious what service an animal provides, only limited inquiries are allowed. Staff may ask two questions: (1) is the dog a service animal required because of a disability, and (2) what work or task has the dog been trained to perform. Staff cannot ask about the person's disability, require medical documentation, require a special identification card or training documentation for the dog, or ask that the dog demonstrate its ability to perform the work or task.
- The service animal must have a harness, leash, or other tether, unless the handler is unable (because of the disability) to use the device or the use of a device would interfere with the service animal's performance of work or tasks.
- In the event the handler is unable to use a harness, leash or other tether, the service animal must be under the handler's voice control, signals, or other effective means of control.
- A person with a disability cannot be asked to remove his service animal from the premises unless: (1) the dog is out of control and the handler does not take effective action to control it or (2) the dog is not housebroken. When there is a legitimate reason to ask that a service animal be removed, staff must offer the person the opportunity to obtain services without the animal's presence.

- People with disabilities who use service animals cannot be isolated from other students.
- Faculty and staff are not required to provide care or food for a service animal.
- Allergies and fear of dogs are not valid reasons for denying access or refusing service to people using service animals. When a person who is allergic to dog dander and a person who uses a service animal must spend time in the same room or facility, for example in a school classroom, they both should be accommodated by assigning them, if possible, to different locations within the room or different rooms in the facility.

Wheelchairs & Other Power-Driven Mobility Devices

Federal law prohibits faculty and staff from asking an individual who uses a wheelchair or other power-driven mobility device (OPDMD) questions about the nature and extent of the individual's disability. The person using an OPDMD may be asked to provide credible assurance that the mobility device is required because of the person's disability. The presentation of a valid, State-issued disability parking placard or card, or other State-issued proof of disability is a credible assurance that the use of the OPDMD is for the individual's mobility. In lieu of a State-issued placard/card or proof of disability, a credible verbal assurance that the device is being used for a mobility disability, not contradicted by observable fact, will be accepted. The fact that a person with a disability is able to walk for a short distance does not necessarily contradict a verbal assurance.

Individuals with disabilities who require the use of other power-driven mobility devices (OPDMDs) shall adhere to the following:

- Individuals who require OPDMDs as a mobility device must self-identify to the Disability Services Counselor and provide a valid State-issued placard/card or a credible verbal assurance that the device is used for a mobility disability. Mobility devices may not be used on campus by nondisabled students.
- Segway® PTs (and similar aids) will be considered for use within facilities on a case-by-case basis and following discussion with the Disability Services Counselor.
- OPDMDs may be utilized on indoor and outdoor pedestrian paths or routes only. They may not be used to traverse undefined, unprepared, or unimproved paths or routes.
- Golf carts may be used on outdoor surfaces only.
- OPDMDs must be operated in a manner that ensures the safety of the user and other pedestrians. The OPDMD user is required to operate the device at a speed no greater than that of pedestrian traffic.
- OPDMD operators may not allow others to ride in tandem or to operate the device.
- Users of wheelchairs, Segway® PTs, and similar aids must assess hallway traffic to ensure that travel will be unimpeded prior to proceeding.
- Storage is not available on campus when the device is not being used.
- Failure to operate wheelchairs or an OPDMD in a manner that protects the safety of the operator and others may result in sanctions.

Physical and/or Mental Health Issues

Faculty and professional staff members may refer a student to the Disability Services Counselor when there are concerns about the student's physical or mental health. The following procedures should be followed:

1. Documentation
Before making a referral, the faculty or staff member should document all observed incidents of inappropriate or unusual behavior or signs of physical illness that may adversely affect the student's academic progress, continuation in a class, program of study, or may preclude employment upon completion of the program of study.
2. Referrals
Referrals should be made in writing and addressed to the Disability Services Counselor. Written documentation must accompany the recommendation.
3. Consultation
The Disability Services Counselor will consult with the instructor or staff member who has made the written recommendation. After the initial consultation, the Disability Services Counselor will also meet with the student.
4. Recommendations for Evaluation
After consultations have been completed, the Disability Services Counselor will determine if an evaluation by a medical and/or mental health professional is warranted. If such evaluations are recommended, the Disability Services Counselor will issue a letter to the student indicating that he or she is required to seek a physical and/or mental health evaluation.
5. Treatment
Should the medical and/or mental health professional determine that the student requires treatment, the student must undergo treatment or be subject to dismissal from the College.

6. Participation in Class and/or other Learning Experiences

The Disability Services Counselor, in consultation with the Vice-President for Student Services, referring instructor, staff member, and/or department chair of the curriculum in which the student is enrolled, will determine if the student can continue to participate in class(es) or other learning experiences during evaluation and treatment. If the student is allowed to attend classes and participate in other learning experiences while receiving treatment, the instructor should continue to monitor the student and document any evidence of unusual behavior or physical illness.

7. Readmission

If a student is dismissed from the College while undergoing evaluation and treatment, the student may be readmitted to the College or declined readmission based on the recommendation of the medical and/or mental health professional in charge of the case. In making this decision, the Vice President for Student Services and the Disability Services Counselor will also consult with the instructor or professional staff member who made the initial referral, and/or the department chair of the curriculum in which the student is enrolled.

8. Appeals

A student who disagrees with the recommendation of the Vice President for Student Services may appeal to the President of the College whose decision will be final.

Unidentified Disabilities:

Students may have academic difficulties or may be unaware of hidden disabilities. In the case where there is no known disability, the instructor may observe that a student is having social and/or academic issues. It is appropriate to refer the student to Student Services for counseling. If you suspect that a student has a disability, the student should be referred to the Disability Services Counselor. A student may not receive accommodations without an approved Accommodation Plan.

Temporary Disabilities

Students who present in class with a temporary disability (e.g., broken arm, leg) may be referred to the Disability Services Counselor for assessment for accommodations. Determining whether a temporary impairment is a disability will be decided on a case-by-case basis. Consideration will be given to the duration or expected duration of the impairment and the extent to which the impairment limits a major life activity.

Evacuation Procedures for Students With Disabilities

Students with disabilities that would affect their ability to quickly exit the building (e.g., students with limited mobility, visual or hearing impairments) should familiarize themselves with the closest exits.

At the beginning of each semester, students with disabilities are encouraged to discuss potential evacuation plans with their instructor. The instructor should assist the student in identifying a safe evacuation route in the event of an emergency.

It is critical that the student understand that elevators are not an option in the event of an emergency evacuation. When classrooms are located on the second floor in buildings with elevator access, point out the “**AREA OF RESCUE ASSISTANCE**” signage to students who may require assistance to evacuate.

DISABILITIES & RECOMMENDED ACCOMMODATIONS

The mission of Richmond Community College is to provide life-long educational opportunities, workforce training and retraining, cultural enrichment, and community services to support economic development and enhance the quality of people's lives.

As a community of educators and support staff, we strive to meet the diverse needs of our student population as well as those members of our surrounding communities who utilize the RCC facilities. We are all committed to affording equal opportunity to individuals who have disabilities; however, it is the instructor who will maintain a semester long relationship with the student. As the instructor will have opportunity to observe and evaluate the student, he or she may determine that there are additional accommodations that would further assist the student in the learning process without compromising the integrity of the class material or instruction. When these accommodations are identified, the instructor should contact the Disability Services Counselor for assistance.

The following information is provided to assist you in understanding various disabling conditions and to provide you with guidance to aid or enhance instruction for those who have disabilities.

For additional information on working with students with disabilities please refer to <http://ada.osu.edu/resources/fastfacts/Inv-Disabilities-Fact-Sht.pdf>

The following disability specific information is cited from Disability Resource Guide, by permission of the North Carolina Community College System, and funded by the Carl D. Perkins Vocational and Technical Education Act of 1998.

Physical Disabilities

A variety of orthopedic/mobility-related disabilities result from congenital conditions, accidents, or progressive neuromuscular diseases. These disabilities include conditions such as spinal cord injury (paraplegia or quadriplegia), cerebral palsy, spina bifida, amputation, muscular dystrophy, cardiac conditions, cystic fibrosis, paralysis, polio/post polio, and stroke. Functional limitations and abilities vary widely even within one group of disabilities. Accommodations vary greatly and can best be determined on a case-by-case basis.

Accommodations may include:

- Accessible location for the classroom and place to meet with instructor
- Extra time to get from one class to another, especially in inclement weather
- Adaptive seating in classrooms
- Notetakers, use of tape recorders, laptop computers, or copies of peer notes
- Test accommodations: extended time, separate place, scribe, access to word processors
- Special computer equipment/software: voice activated word processing, word prediction, keyboard modification
- Adjustable lab tables or drafting tables for classes taught in lab settings
- Lab assistance
- Accessible parking in close proximity to the building
- Activities that allow the student to participate within his/her physical capabilities and still meet the objectives of the course
- Course waiver or substitutions for certain students
- Taped texts
- Advance planning for field trips to ensure accessibility

Considerations and Instructional Strategies:

- **When talking with a person who uses a wheelchair, try to converse at eye level; sit down if a chair is available.**
- **Make sure the classroom layout is accessible and free from obstructions.**
- **If a course is taught in a lab setting, provide an accessible work station.**
- **A wheelchair is part of the student's personal space; do not lean on, touch, or push the chair unless asked.**
- **Let the student set the pace when walking or talking.**
- **Ask the student if he or she will need assistance during an emergency evacuation, and assist in making a plan if necessary.**
- **When field trips are required for a course, make sure accessible transportation is available.**

Students with physical impairments may have any of the following characteristics:

- pain, spasticity, or lack of coordination
- flare-ups of intensity of the symptoms
- periods of remission in which little or no symptoms are visible
- inability to walk without crutches, canes, braces, or walkers
- ability to stand or walk but may use wheelchair to conserve energy or gain speed
- inability to stand or walk and use wheelchair for total mobility
- limited lower body use but full use of arms and hands
- limited use of lower body and limited use of arms and hands
- impairment of speech or hearing
- limited head or neck movement
- decreased physical stamina and endurance
- decreased eye-hand coordination

Disabilities that generally restrict mobility functioning:

Cerebral Palsy: The term applies to a number of non-progressive motor disorders of the central nervous system. The effects can be severe, causing inability to control bodily movement, or mild, only slightly affecting speech or hearing. The term is a general classification for stable cerebral lesions that occur at or before birth.

Spinal Cord Injury: In damage to the spinal cord, the extent of the resultant paralysis and sensory loss is determined by the level of injury. Injuries below the first thoracic nerve root (T1) level result in paraplegia, a spastic paralysis of the lower extremities. Injuries above the T1 level result in quadriplegia, a spastic or flaccid paralysis of the lower and upper extremities. The injury may be complete or incomplete.

Degenerative Diseases: Progressive diseases such as muscular dystrophy and multiple sclerosis may limit gross motor functions and/or fine motor activity.

Post-Polio Syndrome: A variety of problems are presumed to be the late effects of polio. The symptoms may include fatigue, weakness, shortness of breath, and pain.

Motor Neuron Diseases: A group of disorders such as Amyotrophic Lateral Sclerosis (ALS), Progressive Bulbar Palsy (PBP), Progressive Spinal Muscular Atrophy, and Charcot-Morie-Tooth disease produce symptoms such as pain, numbness, weakness, loss of upper and lower motor functions, and problems in breathing.

Blindness/Visual Impairment

Visual impairments include disorders in the sense of vision that affect the central vision acuity, the field of vision, color perception, or binocular visual function. The American Medical Association defined legal blindness as visual acuity not exceeding 20/200 in the better eye with correction, or a limit in the field of vision that is less than a 20 degree angle (tunnel vision). Tumors, infections, injuries, retrolental fibroplasia, cataracts, glaucoma, diabetes, vascular impairments, or myopia may cause legal blindness. Visual disabilities vary widely. Some students may use a guide dog, or a white cane, while others may not require any mobility assistance.

Accommodations may include:

- Reading lists or syllabi in advance to permit time for transferring into alternate form
- Textbooks ordered in the preferred medium of the student
- Seating in front of the class without glare from windows
- Tape recording of lectures and class discussions
- Notetaking devices such as pocket Braille computers
- Handouts in the medium that the student prefers
- Clear black print on white or pale yellow paper for student with visual impairments
- Testing accommodations such as taped tests, reading of tests, scribe, extended time, alternate location, enlarged print, and word processing software with speech access
- Materials presented on the board or on transparencies read out loud
- Lab assistance
- Advance notice of class scheduling changes
- Note takers or note sharing
- Videos with audio description
- Closed circuit TVs
- Computer software to enlarge print

Types of alternate format of printed material for students with blindness/visual impairments include:

- Audio tape - Most textbooks can be ordered on tape from Learning Ally (formerly Recordings for the Blind and Dyslexic)
- Large print - Standard sized materials can be enlarged on a copier using 11" x 17" paper
- Computer disk - Convert the text of materials to ASCII format.
- Braille - Adaptive equipment will be necessary to provide format in Braille; however, Braille is probably the least requested format for students with blindness.

- Computers in the Academic Success Center use the Kurzweil 3000 that converts text to speech
- Textbooks may be downloaded to ipads® and similar technology as long as the device has speech capability.

Documents (syllabus, class assignments, tests, etc.) that require conversion to a Kurzweil document (program that reads to the student) must be sent to the Disability Services Counselor as early as possible in the semester but no later than one week prior to the date the document is needed.

Students who require textbooks or other reading material converted from text to speech must contact the Disability Services Counselor prior to the beginning of the semester to ensure adequate time to locate and/or process the order.

Considerations and Instructional Strategies:

- If needed, identify yourself at the beginning of a conversation and notify the students when you are exiting a room.
- Nonverbal cues depend on visual acuity. Verbally acknowledging key points in the classroom or conversation facilitates the communication process.
- A student may use a guide dog or white cane for mobility assistance. A guide dog is a working animal and should not be petted.
- When giving directions, be clear: say “left,” “right,” or “step down.” Let the student know where obstacles are; for example, “the chair is to your left.” When guiding or walking with a student, verbally offer your elbow instead of grabbing his.
- Allow the student to determine the most ideal seating location so he/she can see, hear, and if possible, touch much of the presented material.
- Discuss special needs for field trips or other out-of-class activities well in advance.
- Assist the student in labeling lab materials so they are easily identifiable.
- Familiarize the student with the layout of the classroom or laboratory, noting the closest exits, locating emergency equipment and the Area of Rescue Assistance (two-story buildings).
- Ask the student if she will need assistance during an emergency evacuation and assist in making a plan if necessary.

For additional strategies when teaching students with sensory impairments:

<http://ada.osu.edu/resources/fastfacts/Sensory-Impairment-FF.pdf>

Learning Disabilities

A learning disability is a permanent neurological disorder that affects the manner in which information is received, organized, remembered, and then retrieved or expressed. Students with learning disabilities possess average to above average intelligence. The disability is demonstrated by a significant discrepancy between expected and actual performance in one or more of the basic functions: memory, oral expression, listening comprehension, written expression, basic reading skills, reading comprehension, mathematical calculation, or mathematical reasoning.

Accommodations may include one or more of the following (based on individual assessment & need):

- Tape recorders and/or laptop computers
- Copies of classmate's and/or instructor's notes or overheads
- Extended time for tests
- Testing in a quiet, distraction-minimized environment
- Frequent breaks allowed during tests
- Test given by page or by section
- Clear arrangement of test items on paper
- Calculator, spellchecker, thesaurus, reader, and/or scribe during tests
- Alternative form of test, such as an oral test or an essay instead of multiple choice format
- Use of blank card, paper, or guide to assist in reading
- Extended time to complete assignments
- Taped texts and classroom materials
- Use of handouts and visual aids
- Extended time for in class assignments to correct spelling, punctuation and/or grammar
- Word processor with spell check and/or voice output to provide auditory feedback
- Concise oral instructions
- Instructions and demonstrations presented in more than one way
- Syllabus provided before the start of the semester

Documents (syllabus, class assignments, tests, etc.) that require conversion to a Kurzweil document (program that reads to the student) must be sent to the Disability Services Counselor as early as possible in the semester but no later than one week prior to the date the document is needed.

Students who require textbooks or other reading material converted from text to speech must contact the Disability Services Counselor prior to the beginning of the semester to ensure adequate time to locate and/or process the order.

Considerations and Instructional Strategies:

Instructors who use a variety of instructional modes will enhance learning for students with learning disabilities. A multi-sensory approach to teaching will increase the ability of students with different functioning learning channels – auditory, visual and/or kinesthetic – to benefit from instruction.

Learning disabilities vary from one person to another and are often inconsistent within an individual. Some of the types of learning disabilities include:

- **Dyslexia** - A reading disability (the student has trouble reading written words fluently).
- **Dysgraphia** - A writing disability (the student has difficulty with forming letters and legibility).
- **Dyscalculia** - A math disability (the student struggles with math problems and concepts).
- **Dyspraxia** - A motor coordination disability (also known as Sensory Integration Disorder).
- **Dysphasia** - A language disability (the student has difficulty with reading comprehension).
- **Aphasia** - A language disability (the student has difficulty understanding spoken language).
- **Central Auditory Processing Disorder** - A sensory disability related to processing sounds; difficulty hearing sounds in the right order
- **Visual Processing Disorder** - A sensory disability related to processing images; difficulty seeing the difference in objects
- **Non-Verbal Learning Disorder** - A visual-spatial disability related to body control.
- **Figure-Ground Perception** - difficulty seeing an object from a background of other objects

Students may demonstrate one or more problem characteristics. The form may be mild, moderate, or severe.

Study Skills

- Inability to organize and budget time
- Difficulty taking notes/outlining material
- Difficulty following directions
- Difficulty completing assignments on time

Social Skills

- Low frustration tolerance
- Low self-esteem
- Impulsive
- Disorientation in time
- Difficulty with delaying problem resolution
- Problems with organization, development of ideas and transition of words

Oral Language

- Difficulty understanding oral language when lecturer speaks fast
- Difficulty attending long lectures
- Poor vocabulary and word recall

- Problems with correct grammar
- Difficulty remembering a series of events in sequence
- Difficulty pronouncing multi-syllabic words

Writing Skills

- Frequent spelling errors
- Incorrect grammar
- Poor penmanship
- Poor sentence structure
- Difficulty taking notes while listening to class lectures

Math Skills

- Computational skill difficulties
- Difficulty with reasoning
- Difficulty with basic math operations
- Number reversals, confusion of symbols
- Difficulty with concepts of time, money
- Difficulty copying problems

Attention Deficit Disorder (ADD) *Attention Deficit Hyperactivity Disorder (ADHD)*

ADD and ADHD are neurological conditions affecting both learning and behavior. They result from chronic disturbances in the area of the brain that regulate attention, impulse control, and the executive functions which control cognitive tasks, motor activity, and social interactions. Hyperactivity may or may not be present. Treatable but not curable, ADD and/or ADHD can lead to lifelong problems.

Accommodations may include:

- Copies of classmate's notes and/or copies of instructor's notes or overheads
- Extended time for tests
- Exams in a quiet, distraction-minimized environment
- Frequent breaks allowed during exam; exam given by page or by section
- Clear arrangement of test items on paper
- Calculator, spellchecker, thesaurus, reader, and/or scribe during exams
- Use of blank card, paper or guide to assist in reading
- Extended time to complete assignments
- Tape recorders and/or laptop computers
- Taped texts and classroom materials
- Use of handouts and visual aids
- Extended time for in-class assignments to correct spelling, punctuation, grammar
- Word processor with spell check and/or voice output to provide auditory feedback
- Instructions or demonstrations presented in more than one way
- Concise oral instructions
- Syllabus provided before the start of the semester

Considerations and Instructional Strategies:

- **Since these students often also have learning disabilities, effective accommodations may include those also used with students with learning disabilities.**
- **Effective instructional strategies include providing opportunities for students to learn using visual, auditory, and hands-on approaches.**
- **Consistently reinforce curriculum and classroom expectations.**

Documents (syllabus, class assignments, tests, etc.) that require conversion to a scanned document (program that reads to the student) must be sent to the Disability Services Counselor as early as possible in the semester but no later than one week prior to the date the document is needed.

Students who require textbooks or other reading material converted from text to speech must contact the Disability Services Counselor prior to the beginning of the semester to ensure adequate time to locate and/or process the order.

Students with ADD or ADHD may demonstrate one or more of the following characteristics:

- Difficulty following directions, listening, and concentrating
- Poor time management skills
- Difficulty in being prepared for class, keeping appointments, and getting to class on time
- Reading with comprehension
- Starting, organizing, and completing tasks
- Difficulty with math problems requiring changes in action, operation, and order
- Difficulty interacting with others
- Difficulty producing work at a consistent level
- Blurting out answers
- Difficulty completing work in a neat manner

A student with ADD or ADHD may:

- Perform better in morning classes
- May not perform well at all before noon
- Need to sit in the front of the class
- Need assignment organizers
- Need assignments in writing
- Experience difficulty following through with several directions at once
- Have problems organizing multi-step tasks
- Benefit from structure, using lists, and following schedules

Head injury is one of the fastest growing types of disabilities, especially in the age range of 15 to 28 years. There is a wide range of differences in the effects of TBI on the individual, but most cases result in some type of impairment. The functions that may be affected include memory, communication, cognitive/perceptual communication, speed of thinking, spatial reasoning, conceptualization, psychosocial behaviors, motor abilities, sensory perception, and physical abilities.

Accommodations may include:

- Tape recorders and/or laptop computers
- Copies of classmate's and/or instructor's notes or overheads
- Extended time for tests
- Tests in a quiet, distraction-free environment
- Frequent breaks allowed during tests; tests given by page or by section
- Clear arrangement of tests items on paper
- Calculator, spellchecker, thesaurus, reader, and/or scribe during tests
- Alternative form of tests, such as an oral test or an essay test instead of multiple choice format
- Use of blank card, paper, or guide to assist in reading
- Extended time to complete assignments
- Taped texts and classroom materials
- Use of handouts and visual aids
- Word processor with spell check and/or voice output to provide auditory feedback
- Instructions or demonstrations presented in more than one way
- Concise oral instructions
- Syllabus provided before the start of the semester

Considerations and Instructional Strategies

- Brain injury can cause physical, cognitive, behavioral, and/or personality changes that affect the student in the short term or permanently.
- Recovery may be inconsistent. A student might take one step forward, two back, do nothing for a while and then unexpectedly make a series of gains.
- Effective teaching strategies include providing opportunities for a student to learn using visual, auditory, and hands-on approaches.
- Ask the student if he or she will need assistance during an emergency evacuation and assist in make arrangements if necessary.

Documents (syllabus, class assignments, tests, etc.) that require conversion to a Kurzweil document (program that reads to the student) must be sent to the Disability Services Counselor as early as possible in the semester but no later than one week prior to the date the document is needed.

Students who require textbooks or other reading material converted from text to speech must contact the Disability Services Counselor prior to the beginning of the semester to ensure adequate time to locate and/or process the order.

The impact of a traumatic brain injury is highly individual. Brain injuries can affect students very differently, depending on the area of the brain affected by the injury.

Students with TBI may demonstrate difficulty with one or more of the following characteristics:

- Organizing thoughts, cause-effect relationships, and problem solving
- Processing information and word retrieval
- Generalizing and integrating skills
- Social interactions
- Memory
- Balance and/or coordination
- Communication and speech

A student with TBI may:

- Need an established routine with step-by-step directions
- Need books and lectures on tape
- Need repetition or some type of reinforcement of information to be learned
- Demonstrate poor judgment and memory problems
- Need a tutor
- Exhibit discrepancies in abilities such as reading comprehension at a much lower level than spelling ability
- Experience mood swings

More individuals in the United States have a hearing impairment than any other type of physical disability. A hearing impairment is any type or degree of auditory impairment, while deafness is an inability to use hearing as a means of communication. Hearing loss may be sensorineural, involving an impairment of sound reaching the cochlea; or a mixed impairment, involving both sensorineural and conductive. Hearing loss is measured in decibels and may be mild, moderate, or profound. A person born with a hearing loss may have language deficiencies and exhibit poor vocabulary and syntax. Many students with hearing loss may use a variety of communication methods, including hearing aids, lip reading, cued speech, signed English and/or American Sign Language.

Accommodations may include, but are not limited to:

- Seating which allows a clear view of the instructor, the interpreter, and the whiteboard
- An unobstructed view of the speaker's face and mouth
- Written supplements to oral instructions, assignments, and directions
- Handouts provided in advance of the class
- Visual aids as often as possible, including captioned versions of videos and films
- Questions and comments from other students repeated by the instructor
- Interpreters and/or notetakers for class lectures or lab
- Test accommodations may include extended time, alternate location, proofreading of essay tests, access to word processor, and interpreted directions
- Unfamiliar vocabulary provided in written form (on the whiteboard or in a handout)
- Use of electronic mail, fax, or word processor for discussions with the instructor
- Excess noise reduced as much as possible to facilitate communication
- Preferential seating to the student and interpreter

For additional strategies related to teaching deaf/hard of hearing students in the classroom:

http://ada.osu.edu/resources/fastfacts/Sign_Language_Interpreting_in_the_Classroom.htm

Considerations and Instructional Strategies:

- **American Sign Language (ASL) is not equivalent to English; it is a visual language having its own syntax and grammatical structure.**
- **Look directly at the student during a conversation, even when an interpreter is present, and speak in natural tones.**
- **Make sure you have the student's attention before speaking. A light touch on the shoulder, wave or other visual will help.**
- **Recognize the processing time the interpreter takes to translate a message from its original language into another language; the student may need more time to receive information, ask questions and/or offer comments.**
- **It is not helpful to shout or exaggerate lip movements.**
- **Speak directly to the student. Avoid saying, "Tell him/her that..."**
- **Converse in well-lit areas. Avoid standing in front of a window or other extreme light source that could create a glare.**
- **Do not hesitate to use pen and paper if necessary.**
- **Write technical terms, assignments, and dates on the board. Specialized vocabulary is often easily misunderstood and may be difficult for in interpreter to spell.**
- **Repeat comments and questions from others during class discussions. This is vital if the student is using an assistive listening device. Only the sounds carried through the instructor's microphone reach the student's receiver.**

Students who are deaf or hard of hearing may have one or more of the following characteristics:

- Be skilled lip-readers, but many are not; only 30-40 percent of spoken English is distinguishable on the mouth and lips under the best conditions
- Have difficulty with speech, reading, and writing skills, given the close relationship between language development and hearing
- Use speech, lip-reading, hearing aids and/or amplification systems to enhance oral communication
- Be members of a distinct linguistic and cultural group; as a cultural group, they may have their own values, social norms, and traditions

- Use American Sign Language as their first language, with English as their second language

Speech and Language Disabilities

Speech and language disabilities may result from hearing loss, cerebral palsy, learning disabilities, and/or physical conditions. There may be a range of difficulties from problems with articulation or voice strength to complete absence of voice. Included are difficulties in projection, fluency (speech and stammering), and in articulating particular words or terms.

Accommodations may include:

- Modifications of assignments such as one-to-one presentation or use of a computer with voice synthesizer
- Alternative assignment for oral class reports
- Course substitutions

Considerations and Instructional Strategies:

- **Give students opportunity – but do not compel speaking in class. Ask students for a cue they can use if they wish to speak.**
- **Permit students time to speak without unsolicited aid in filling in the gaps in their speech.**
- **Do not be reluctant to ask students to repeat a statement.**
- **Address students naturally. Do not assume that they cannot hear or comprehend.**
- **Patience is the most effective strategy in teaching student with speech disabilities.**

Psychiatric disabilities refer to a wide range of behavioral and/or psychological problems characterized by anxiety, mood swings, depression, and/or a compromised assessment of reality. These behaviors persist over time; they are generally not in response to a particular event. Although many individuals with psychiatric disabilities are stabilized using medications and/or psychotherapy, their behavior and affect may still cycle.

Accommodations may include:

- Extended time for tests
- Quiet, distraction-free testing area
- Tests divided into segments with rest breaks
- Notetakers, readers, or tape recorders in class
- Use of computer or scribe for essay tests
- Extensions, incompletes, or late withdrawals in the event of prolonged illness
- Some flexibility in the attendance requirements in case of health related absences
- Seating arrangement that enhances the learning experience of the student
- Assistance with time management and student skills

Considerations and Instructional Strategies:

- **Students with psychiatric disabilities may not be comfortable disclosing the specifics of their disability. Instructors can help these students by providing an understanding and accepting environment in the classroom, which will encourage them to request the accommodations they need to succeed.**
- **With treatment and support, many students with psychiatric disabilities are able to manage their mental health and benefit from college classes.**
- **If students seem to need counseling for disability-related issues, encourage them to discuss their problems with a trained counselor. Maintaining a clear, distinct separation of roles between instructor and counselor is critical for this population.**
- **Sometimes students may need to check their perceptions of a situation or information you have presented in class to be sure they are on the right track.**
- **Sequential memory tasks, such as step-by-step instructions, spelling, and math may be more easily understood by breaking up tasks into smaller ones.**
- **Drowsiness, fatigue, memory loss, and decreased response time may result from prescription medications.**

Invisible Disabilities - Psychological disorders falls into the group of invisible disabilities that may have little or no impact on learning. With proper diagnoses and treatment, students with psychological disorders can be productive and successful in the academic environment.

Depression - Depression is a common occurrence that may affect social functioning, concentration and motivation, and the ability to tolerate stress. Episodes of lower level academic functioning related to the disability may be time limited. In some cases, the student may need to withdraw from school or take an incomplete in course work to allow time for the condition to stabilize.

Medications - Medications or changes in the medications a student is taking may cause sleep disturbances, interference with concentration, diminished ability to attend class, or successfully complete assignments or tests. Accommodations may be needed for the presenting disability and the side effects of the medications.

Behavior - Some students may exhibit negative behavior such as indifference or occasionally disruptive behavior. In the event of disruptive behavior, the student should be informed about the specific limits of acceptable behavior in the classroom and on campus.

Other Disabilities

Other disabilities include conditions affecting one or more of the body's systems. These include respiratory, immunological, neurological, and circulatory systems.

Examples include, but are not limited to:

- Cancer
- Chronic Fatigue Syndrome
- Epilepsy/Seizure Disorder
- Fibromyalgia
- Lupus Erythematosus
- Multiple Sclerosis
- Chemical Dependency (current users are excluded from the ADA and Section 504)
- Diabetes
- Epstein Barr Virus
- HIV+/AIDS
- Multiple Chemical Sensitivity
- Renal Disease

Accommodations may include:

- Conveniently located parking
- Extended time for tests
- Enlarged printed materials
- Recorded course materials
- Use of scribe and/or readers
- Use of computers or other assistive technology
- Modified course load
- Test modifications, such as increased frequency, shorter testing sessions, or administering the test by page or by section

Considerations and Instructional Strategies:

- **The condition of a student with a systemic disability may fluctuate or deteriorate over time, causing the need for the type of accommodation to vary.**
- **Fatigue may be a significant factor in the student's ability to complete required tasks within regular time limits.**
- **Some conditions may cause the student to exceed the attendance policy. A reasonable accommodation should reflect the nature of the class requirements and the arrangement initiated by the student for completing the assignments.**
- **Ask the student if he or she will need assistance during an emergency evacuation and assist in making a plan if necessary.**

Information cited from the U.S. National Library of Medicine
National Institutes of Health
<http://www.nlm.nih.gov/medlineplus/ency/article/003200.htm>

A seizure is the physical findings or changes in behavior that occur after an episode of abnormal electrical activity in the brain.

The term "seizure" is often used interchangeably with "convulsion." Convulsions are when a person's body shakes rapidly and uncontrollably. During convulsions, the person's muscles contract and relax repeatedly. There are many different types of seizures. Some have mild symptoms and no body shaking.

It may be hard to tell if someone is having a seizure. Some seizures only cause a person to have staring spells. These may go unnoticed.

Specific symptoms depend on what part of the brain is involved. They occur suddenly and may include:

- Brief blackout followed by period of confusion (the person cannot remember a period of time)
- Changes in behavior such as picking at one's clothing
- Drooling or frothing at the mouth
- Eye movements
- Grunting and snorting
- Loss of bladder or bowel control
- Mood changes such as sudden anger, unexplainable fear, panic, joy, or laughter
- Shaking of the entire body
- Sudden falling
- Tasting a bitter or metallic flavor
- Teeth clenching
- Temporary halt in breathing
- Uncontrollable muscle spasms with twitching and jerking limbs

Symptoms may stop after a few seconds minutes, or continue for 15 minutes. They rarely continue longer.

The person may have warning symptoms before the attack, such as:

- Fear or anxiety
- Nausea
- Vertigo
- Visual symptoms (such as flashing bright lights, spots, or wavy lines before the eyes)

Classroom care when a student has a seizure:

Most seizures stop by themselves. However, the patient can be hurt or injured during a seizure.

When a seizure occurs, the main goal is to protect the person from injury. Try to prevent a fall. Lay the person on the ground in a safe area. Clear the area of furniture or other sharp objects.

Cushion the person's head.

Do not attempt to restrain the person's limbs.

Loosen tight clothing, especially around the person's neck.

Turn the person on his or her side. If vomiting occurs, this helps make sure that the vomit is not inhaled into the lungs.

Look for a medical I.D. bracelet with seizure instructions.

Stay with the person until he or she recovers, or until you have professional medical help.

Call 911 if:

A seizure lasts more than 2 to 5 minutes.

The person does not awaken or does not have normal behavior after a seizure.

Another seizure starts soon after a seizure ends.

The person had a seizure in water.

The person is pregnant, injured, or has diabetes.

The person does not have a medical ID bracelet (instructions explaining what to do).

There is anything different about this seizure compared to the person's usual seizures.

APPENDIX

STUDENT DEVELOPMENT COUNSELOR REFERRAL

Student's Name:

Student's ID #:

Date:

Type of Student:

Instructor's/Staff's Name:

Course (if applicable):

Reason(s) for Referral

Academic

- | | |
|---|--|
| <input type="checkbox"/> Low test scores; Current Grade | <input type="checkbox"/> Poor attention in class |
| <input type="checkbox"/> Does not complete homework assignments | <input type="checkbox"/> Course too difficult for level of ability |
| <input type="checkbox"/> Is not making sufficient effort | <input type="checkbox"/> Problem remembering or processing information |
| <input type="checkbox"/> Potential to perform better | <input type="checkbox"/> Other Please describe issue: |

Behavioral

- | | |
|---|---|
| <input type="checkbox"/> Chronic tardiness | <input type="checkbox"/> Poor attendance; how many days has student missed? |
| <input type="checkbox"/> Appears tired/listless | <input type="checkbox"/> Poor attitude |
| <input type="checkbox"/> Disruptive in class | <input type="checkbox"/> Poor relationship with other students |
| <input type="checkbox"/> Other Please describe issue: | |

Has the student been informed that a Counseling Referral has been made? Yes
No

Briefly discuss your contact with the student:

Record of Counselor Follow-Up

Counselor:

Date:

Comments:



CONFIDENTIAL

ACCOMMODATION PLAN
 Semester: 2015 Spring

Name:	Student ID: #
Phone:	Email: @student.richmondcc.edu

❖ I authorize the Richmond Community College Disability Services Counselor to discuss (1) the nature of my disability, (2) essential issues related to my academic progress, and/or (3) other selected, appropriate information that is deemed necessary to plan and implement appropriate accommodations that will provide equal access to RCC facilities and programs to the following staff/faculty:

Instructor:	Course:

❖ Appropriate accommodations are determined on the basis of diagnostic documentation, observation, recommendations of educational and medical professionals, and on interviews conducted with the student. Reasonable accommodations are provided on an individualized basis, according to the needs of each student. The specific accommodations listed have been determined as appropriate accommodations and have been agreed upon by the student and by the DSS Counselor.

This student is eligible for the following accommodations:

This student could experience an exacerbation of the disability necessitating medical intervention and causing disability related absences to occur beyond the attendance policy. Disability Services does not have a role in determining course attendance policies and does not issue official written excuses for disability related absences; nevertheless, this statement is verifying the severity of this student's disability based on appropriate documentation. It is a curriculum decision to determine the essential functions of a course and to determine if absences beyond the attendance policy alter those functions. The Office for Civil Rights states that each request for additional absences should be evaluated individually. The format of the class must be taken into consideration in determining if absences beyond the attendance policy are acceptable. In the event of a disability related absence, it is the student's responsibility to contact the instructor and the Disability Services Counselor. With the instructor's permission, the student is responsible for making up missed assignments/tests.

ACCOMMODATIONS:

- Priority Registration**
- Alternative Testing Services**
 - Extended time, x 1^{1/2}
 - Extended time, x2
 - Isolated, distraction-reduced environment
 - Reader
 - Mark answers on test (rather than scantron)
 - Alternative format
 - Adaptive technology
 - Calculator
- Extended time on assignments when reasonable & requested in advance of due date**
- Tape recording privileges (for classroom lectures)**
- Adaptive equipment/services - use of**
 - Calculator
 - Computer
 - Pocket speller
 - Textbooks in alternative format
 - Flat, table top desk
 - Raised height desk to accommodate wheelchair
Height: _____
 - FM sound amplification system
 - Echo Smartpen
- Staff Assistance**
 - Notetaker/Scribe
 - Sign language interpreter
 - Cued Speech transliterater
 - Tutor
- Facility Access**
 - Mobility orientation to camp
 - Service animal
 - Wheelchair accessibility
 - Other: _____
- Preferential Seating**
 - Front of class
 - Back of class
 - Space for service animal
- Alternative formatting for classroom**
 - Enlarged print
 - Other: _____
- Other**
 - Academic support counseling
 - Permission to leave/return to class
 - Permission to stand/stretch during class
 - Reduced course load
(Minimum of _____ credit hours)
 - Snack and/or drink in class

Additional Accommodations/Comments: See accommodations noted above.

Each semester, I will be provided an opportunity to notify my instructors of my accommodations as listed on my Accommodation Plan. Prior to the beginning of each semester, I understand that it is my responsibility to provide my schedule to the Disability Services Counselor and to sign my Accommodation Plan for the upcoming semester.

Student's Signature: _____ Date: _____

DS5 Counselor's Signature: _____ Date: _____

VP of Student Services: _____ Date: _____

