

FACULTY RESOURCES

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Universal Design for Learning

is a set of principles for curriculum development that give all individuals equal opportunities to learn.

UDL provides a blueprint for creating instructional goals, methods, materials, and assessments that work for everyone--not a single, one-size-fits-all solution but rather flexible approaches that can be customized and adjusted for individual needs.

Tips that facilitate learning in all students:

- establish and clarify expectations
- use outlines or study guide
- use visual aids
- encourage cooperative learning
- identify key terms
- acknowledge differences in experience and cultural background
- teach to a variety of learning style
- embrace the principles of multimedia and interactive learning

Instructor Rights:

- To request a signed agreement from students for disability- related taping of lectures. (Agreement forms are available from DS).
- To challenge accommodations that would jeopardize the academic standards or integrity of the course/program
- To deny accommodations if a student hasn't registered for Disability Services*. Once a student is registered Disability Services will email you confirmation of the student's accommodations.

*Allowing an accommodation that is not available to all students may legally obligate this and other colleges to provide future accommodations. (The student could thereafter be "regarded" as having a disability.)

Instructor Responsibilities:

- To provide accommodations when a student has presented a letter of introduction from the DS office
- To refer students who request accommodations or who disclose that they have a disability to the DS office.
- To include a reasonable accommodation statement on syllabi*

Disability Accommodation Statement

Any student who feels he or she may need an accommodation for any type of disability should make contact with the Disability Services Coordinator in the Advising and Career Service Center of the Campus Center Building. Phone (541) 440-7655 or (541) 440-7760 or Oregon Relay 1-800-735-2900.

Confidentiality

Disability documentation and the nature of the disability is confidential between the student and Disability Services unless the student chooses to reveal it. Any explicit or implicit inference to a particular student and the disability is inappropriate.

Letter of Introduction:

Students are required to Register for Disability Services each term. The student will complete a Request for Academic Approved Accommodation Notification form. The Disability Services Coordinator will then email the instructors of the accommodations. There is a place on the letter for the instructor's initials, indicating that the student has initiated a dialogue. A copy of the letter is placed in the student's DS file. Most accommodations are clearly defined, such as time-and-a-half and/or a separate room for testing, permission to tape lectures, or the use of a note taker, whereas others require instructor and student agreement as to what accommodations are necessary and appropriate. For example, some students have medical and/or mental health conditions for which 'flexibility of deadlines and due dates for disability related absences' is the listed accommodation. Initialing the form allows both student and instructor to set fair parameters that will accommodate the student without lowering instructor standards or lessening course integrity. In the event of such an absence, the student must make an effort to communicate directly with the instructor as soon as possible.

Please contact the Disability Services office in the Advising and Career Service Center with any questions or concerns. Serving as a resource to faculty regarding ethical and legal issues related to disability is a high priority.

Administrative Assistant440-7760

Coordinator (Danielle Haskett)440-7655

Students with Learning Disabilities

Learning disability is the term for a variety of specific perceptual disabilities. These include dyslexia, a reading impairment; dysphasia, difficulty articulating ideas and comprehending spoken words; and dysgraphia, a writing impairment. A learning disability affects the manner in which individuals with normal or above average intelligence take in, retain, or express information. It is also important to note that disabilities will vary from individual to individual and that some people have a combination of learning disabilities. Learning disabilities are invisible and therefore, extensive communication between the instructor and the LD student is crucial. A learning disability is not a form of mental retardation or an emotional disorder.

Issues to Consider:

Outgoing or incoming information may become scrambled in one of the following areas: reading comprehension, written expression, spelling, math computation and problem-solving, organizational ability, time management, social interaction, visual, auditory and/or tactile perception, or spoken language.

A student with learning characteristics such as these may also exhibit a variety of behaviors, such as appearing easily distracted, restless, disorganized, forgetful, confused, and self-conscious. The behaviors are not a confirmation of a learning disability, but are possible clues that the student may have a special learning need.

Students with learning disabilities may or may not have an understanding or an acceptance of their situation. While some students have had their learning needs identified through previous evaluations and are unaware of accommodations needed, others may hide and cover their disabilities and simply feel that they "aren't very smart". Some may know of their learning problems, but have not learned to advocate for themselves and express their needs. The students who inform their instructors of their needs are exceptions to the rule. Testing best determines strengths and weaknesses. Please refer students with suspected disabilities to the Disability Services office in ESB for evaluation and support services.

Possible Accommodations:

- The student who has difficulty with printed symbols may need to use tape recorders or tape-recordings of texts. The major benefit of this is that the student can read and listen simultaneously.

- Due to the time needed to schedule an accessibility reader or writer, "pop quizzes" in class create tremendous difficulty. The students must have prior notice of a quiz or test, or the instructor needs to make prior arrangements. For those students who benefit from enlarged print, there is a copy machine available for enlarging class work. If handouts are word processed, DS has a printer which will enlarge text to appropriate size.

- Some students with learning disabilities are unable to communicate effectively through writing. Their work may appear careless and they often write quite slowly. Such individuals should be encouraged to print, type or word-process assignments. In addition, oral examinations and reports might well be valid indications of what these students have learned. Another solution is for the student to dictate information to a scribe hired by the DS.

- Sequential memory tasks such as spelling, math, and step-by-step instructions may be more easily understood by breaking up the task into smaller ones, or by giving the student directions for one step at a time.

- Students with learning disabilities will have greater success at learning if all sense modalities can be used in the teaching-learning process (visual, auditory, tactile, kinesthetic). Such students should be encouraged to study in a multisensory mode.

Other tips:

- Extra time may be necessary for reading assignments.

- The tape recording of lectures will be necessary at times.

- Write technical vocabulary or vocabulary unique to a particular course on the board during the lecture so that the student can become familiar with the correct spelling of each word.

- Since cursive writing is confusing for students with reading and/or perceptual problems, it will help immensely if tests and handouts are typed whenever possible.

Testing:

- ▶ Keep physical transferring of information to a minimum by allowing students to write answers on the test rather than having a separate sheet upon which to record answers. Circling or checking answers is the best alternative.

- ▶ Ask direct, concise questions. Vocabulary used should have been presented in class.

Oral testing guidelines:

- ▶ Allow the students and test reader to work in a room where they will not disturb or be disturbed by others. This is often done in ESB Media sound proof booth. It is the student's responsibility to make the arrangements for this service through DS.

- ▶ When reading the test, repeat test items as many times as needed for comprehension. Long questions and answers on multiple choice tests may be particularly confusing and the repetition may help reduce confusion.

Assistive Technology

- Large display word processor
- Tape Recorders for dictation for scribes and taping lectures, etc.
- Braintrain - a computerized program which strengthens and remediates cognitive skills in memory, attention, concentration, sequencing, visual perception, spatial orientation, problem-solving, organizational skills, scanning and tracking, visual-motor coordination, processing speed, and other related areas.
- Text Scanner & Screen Reader

Students with Hearing Impairments

Hearing impairments range from a slight loss to total deafness. Some hearing losses might be correctable through amplification. However, in the majority of cases, sound quality is affected by amplification and even if a sound is heard, it may be unintelligible. All hearing impairments are unique, and services provided will be arranged on a personal basis.

Hearing-impaired people communicate in a variety of ways:

- Residual hearing and speech reading involves making use of one's residual hearing and the speaker's mouth movements and facial expressions to understand the message. Only about 30% of the words in English are clearly identifiable on the mouth.
- Signed English is a communication system in which manual signs and finger spelling are used to reproduce the speaker's exact words with English syntax. This system is often used in classroom interpreting.
- American Sign Language is a visual-gestural language with vocabulary and grammar different from that of the hearing population.
- Both deaf and hard-of-hearing persons can benefit from real-time captioning. This court reporter style of word processing projects words onto a large screen at the front of the room almost simultaneously as they are being spoken.

Issues to Consider:

The real disability of deafness is that of being isolated from the normal means of acquiring and transmitting language. The major communication difficulty for hearing-impaired people is the lack of a language frame of reference for learning to speak, write, and read. This may be apparent in any written assignment and is best compared to the written communication of the English as a non-native language population. It is also true that communication loss occurs when

a person cannot enjoy the comfort of natural conversation, hear a radio announcement, understand a news or entertainment program on television or share the latest joke. All of this challenges the hearing-impaired person socially, educationally, occupationally, and emotionally.

Possible Accommodations:

- Often the hearing-impaired individual will need to utilize a note taker in class. This is particularly true if an interpreter or captioning is being watched. Many times another student will take the notes; when that is the case, special paper is provided by DS so the note taker can simply provide a copy of the day's notes at the end of class.
- The hearing-impaired student will almost always need to sit at the front of the class in order to get as much from hearing as possible, and to be in a position to lip read the interpreter and/or instructor. If an interpreter is being utilized, discuss with the student and the interpreter where it would be best for the interpreter to be located. The student needs to see the interpreter very clearly.
- If you have a hearing-impaired student in class, try not to lecture with your back to the class (as when writing on the blackboard), because it destroys any chance of the student getting any facial or lip reading cues. Using an overhead projector will alleviate this.
- When other students in the class ask questions, if you repeat the question before answering it, the student with a hearing impairment will know what the question was.
- Be aware that when giving procedural or other key information that requires students to do writing, the hearing impaired student will miss all the information if not looking up at the instructor, interpreter, or captioner.
- Arrange desks in a circle, rather than in rows, particularly if it's a discussion.

Other tips:

- Feel free to call upon the hearing-impaired student in class as you would do with any other students.
- Try to avoid standing in front of a strong light source such as windows, because the glare from behind you makes it difficult to read lips and other facial features.
- Using visual media is usually helpful to the hearing-impaired student to supplement and reinforce what is being said. If a film is being shown and lighting is reduced, check to see that sufficient light is available for the student to see the interpreter's signs and lip movements.

■ Whenever possible, supply in advance a list of words or terms to the student, interpreter or captioner. This will eliminate confusion when acquiring new concepts and certainly will facilitate the learning process.

■ You will be contacted by the DS if an interpreter or a captioner is going to be used in your class. When that is the case, you will be provided with necessary information about expectations and concerns around the issue of interpreters or captioners in the classroom.

■ Get hearing-impaired student's attention before beginning to speak. This might necessitate physical contact.

■ You can use facial expression to help convey your message, but you do not need to exaggerate your mouth movements. Over-emphasizing words distorts the lips, making speech reading more difficult. It is important for you to speak slowly and clearly, enunciating each word without force or tension.

■ It is important to maintain eye contact with the hearing-impaired student. This eye contact conveys a feeling of direct communication.

■ Do not place anything in front of your mouth when speaking. Smoking, mustaches, gum chewing and putting your hands in front of your face all make it difficult for hearing-impaired persons to follow what is being said.

■ Don't be embarrassed to communicate by paper and pencil if necessary. Getting the message across is more important than the medium used.

If you have a situation which isn't applicable to the above suggestions, please contact DS at Ext. 7760 or 7765 for further assistance.

Assistive Technology:

- Comtek Personal FM System amplifier for use w/earphones or individual hearing aid.
- Stethoscopes with amplification.
- Real time captioning
- Web/video relay

Students with Visual Impairments

The two basic categories of visual impairments are total and partial blindness. Only 10% of the visually-impaired population is totally blind. The remainder of this population may be able to discern light, colors, or shapes to one degree or another. Some may be able to read by seeing clearly through one small area, but may have trouble getting around. Others may be able to see a whole area but have difficulty reading. Some students have diseases which cause their acuity to fluctuate. Visually-impaired persons are sometimes also mobility-impaired because of their visual disabilities.

Issues to Consider:

The major challenge facing visually-impaired students in college centers around the overwhelming mass of printed materials with which they are confronted (textbooks, class outlines, class schedules and tests). By the time these students reach college, unless recently impaired, they have probably developed their own personal method for dealing with the volume of visual materials. Students may use readers, braille books, and computer equipment which gives them access and/or tape-recorded lectures. In addition, some students may be able to use large print books, electronic visual aids or other magnifying devices for reading and/or a large font for writing papers. They may also be able to take their own notes in class by printing with a felt pen.

Students may use electronic devices to record notes in braille.

Often students may need the assistance of a note taker to record notes in addition to their own devices. Many students may prefer to tape-record class lectures to alleviate additional time needed to transcribe written notes provided by a notetaker. This is all a matter of preference.

Other common difficulties visually-impaired students experience differ only in degree. Once in a while, an instructor may question if the student is truly visually-impaired because many do not use white canes or dogs for mobility. It may be difficult to believe that the student needs to use adaptive methods when utilizing printed materials. These students are usually unable to utilize standard printed material like textbooks, classroom handouts, references, and tests. This is also true for information written on the blackboard, seen on the overhead projector, or other audio-visual materials.

Possible Accommodations:

- Textbooks are available in electronic or audio format. Books should be ordered at least two weeks (depending upon the publisher) prior to the term. Student may contact you early for textbook ordering information. Students may receive assistance from DS for this service.
- Visual aids during lectures can be adapted by using clear descriptions of the visual material presented. This would include verbalizing what is written on the board.

- Student may request copies of Powerpoints or other projected materials.
- Due to the time needed to schedule an accessibility reader or writer, "pop quizzes" in class create tremendous difficulty. The students must have prior notice of a quiz or test, or the instructor needs to make prior arrangements.
- For those students who use enlarged print, there is a copy machine available for enlarging class work, or if the material has been word-processed, it can be printed at whatever font size is appropriate.
- If any room changes occur, be sure to give verbal notice. Visually-impaired students might well miss a notice written on a blackboard or syllabus.
- Preferential seating is important for the visually-impaired student. When visual cues are not available, the student must receive all auditory cues possible. Please arrange seating the first day of class.
- Give the student plenty of advance notice in the event that research papers are to be assigned as someone may have to aid in the literature search, both in finding and in reading materials.

Oral testing guidelines:

- ▶ Allow the students and test reader to work in a room where they will not disturb or be disturbed by others. This is often done in ESB testing rooms. It is the student's responsibility to make the arrangements for this service through DS.
- ▶ When reading the test, repeat test items as many times as needed for comprehension. Long questions and answers on multiple choice tests may be particularly confusing and the repetition may help reduce confusion.

Other tips:

- Orient the person to the room by explaining where things are located and guiding the person around the room.
- Inform the student when classroom furniture has been rearranged.
- Keep doors fully opened or fully closed.
- If a visually-impaired person seems to need assistance, identify yourself and offer your services.

■ If you are walking with a visually-impaired person, let her/him take your arm just above the elbow and walk in a relaxed manner. The person can usually follow the motions of your body. Warn the person when you are approaching a step or other obstacle.

■ When giving directions, use descriptive words such as 'straight ahead' or 'forward'. Be specific in directions and avoid vague terms such as 'over there'.

■ When interacting with visually-impaired people, use verbal identification when you arrive or leave an area.

■ Guide dogs are working animals and it can be hazardous if the guide dog is distracted. Check for the owner's preference before petting the dog.

■ Do not hesitate to use words like "see" or "look" when speaking with a visually-impaired person. Also, make sure you identify yourself by name, maintain a normal voice volume, speak directly to the person, and maintain eye contact.

If you have tried these suggestions or need another solution, be sure to contact DS in the Counseling Center, Ext. 7760 or 7765.

Assistive Technology:

- Apollo Electronic Visual Aid (closed-circuit book magnifier)
- Word processor with voice synthesizer
- Large display word processors
- Tape recorders for taping lectures and dictation for writing assignments
- Access to "Recordings for the Blind and Dyslexic".
- Screen magnification programs.
- Screen reader software
- A four track recorder for listening to audio texts.
- Talking Calculator, pedometer, or other gauges
- Large readout calculator.
- Kurzweil scanner for reading documents with voice synthesizer.

Students with Mobility Impairments

The term 'mobility impairment' refers to a broad range of disabilities which include orthopedic, neuro-muscular, cardiovascular, and pulmonary disorders. Students with these impairments must often rely upon assistive devices such as wheelchairs, crutches, canes, and artificial limbs to obtain mobility. The mobility impairment may either be congenital or the result of an injury or disease. Common disabilities include spinal cord injury, arthritis, cerebral palsy, muscular dystrophy, multiple sclerosis, amputation, heart disease, and pulmonary disease. Some students may have mobility impairments which are not visible; those include pulmonary disease, respiratory disorders, epilepsy, and other limiting conditions.

Issues to Consider:

Physical access is usually the major concern of students with mobility impairments. The student must learn accessible routes to and from classes that do not present barriers, such as stairs, curbs, and heavy doors. Ramps with steep grades may pose problems for some students. A student with a mobility impairment must often take indirect, accessible routes to other locations or wait for assistance in opening heavy doors if no electric doors are available. If such students have classes back-to-back, they might be late to their next class - a point to consider when advising. Sometimes these students have decreased eye-hand coordination. They might also have decreased note-taking and test-writing ability due to weakness or paralysis. In some cases, there will be impaired verbal communication and in many cases, you will see decreased physical stamina and endurance.

Students with mobility impairments students are encouraged to talk with their instructors during the first week of classes to describe their individual functional difficulties and needs. The student and instructor may need to develop adaptations, if necessary, so that the student can compete on an equal basis with other students. On occasion, the location of a classroom may need to be changed. The Disability Services staff will be happy to assist in arrangements.

Possible Accommodations:

- If a classroom or laboratory can only be reached by stairs, it will be necessary to move the class to an accessible location.
- Tests or assignment deadlines may need to be extended or divided into parts due to a student's disability.
- Students unable to write due to physical limitation may require an accessibility aide or a note taker. Such an assistant will be provided through DS at Ext. 7760 or 7655.
- If a student needs writing assistance (scribe) to take an exam, he/she should contact DS in advance to schedule a writer. Due to the time needed to make arrangements, "pop quizzes" in class create tremendous difficulty. Either the student must be given prior notice of tests or the instructor may make contact with DS ahead of time to arrange for a writer and a location for the testing situation.

■ Some students may not be able to participate in a laboratory class without the assistance of an aide. The student will learn everything except the physical manipulation of the lab materials. Simply, the student can give all instructions to the aide in order to complete required lab assignments. This aide would be provided through DS.

Other tips:

■ Most students with physical limitations will ask for assistance if they need it. As students often try to do as much as they can on their own, assistance is not always required. Offer help if you wish, but do not insist upon helping.

■ When talking to a student who uses a wheelchair and the conversation continues for more than a few minutes, it is a good idea to sit down, kneel or squat if convenient. Communication will be enhanced and neck strain alleviated.

■ Since a wheelchair is part of the person's space, it is not a good idea to hang onto or lean on the chair - such action is similar to hanging onto or leaning on the person.

■ People often express affection by touching; people are inclined to reach out and pat the person in the wheelchair on the head. Patting the person on the shoulder is a much more positive gesture.

■ Words such as 'walking' or 'standing' are acceptable in conversation. People in wheelchairs use the same words.

■ If a student's speech is difficult to understand, ask to hear again what you didn't understand.

Assistive Technology:

- Wheelchair-adaptive tables
 - Wheelchair-accessible computer work stations
 - Screen emulated keyboard w/track ball access
- "Unmouse " finger digitizer mouse pad
 - Tape recorders for dictation and taping lectures and classes
- Adaptive Keyboarding software/instruction
- Wrist trolley for Keyboard

- Movable copy-holder
- Monitor shuttles which position monitor
- Adjustable footrest
- Sticky-key software (locks on/off shift and control keys)
- Adjustable keyboard shuttle
- Keyboard wrist rests
- Word Prediction (saves keystrokes)
- Ergonomic chairs at adaptive stations
- Dragon Naturally Speaking voice recognition software

Students with Psychological/Cognitive Disabilities

Some disabilities may not be immediately noticeable. In many ways, these disabilities present an even greater challenge for students and institutions alike in requesting and providing appropriate services.

A psychological/psychiatric disability can itself be disabling, or it can occur because of the negative stress which results in response to some other occurrence. These disabilities are often characterized by anxiety, mood swings, depression and/or loss of contact with reality, or loss of coping skills. Although there are broad classifications of diagnoses for the various disorders, the needs of each individual are unique. It is important to understand that with appropriate treatment and support, the great majority of disabilities of this nature are successfully managed, and the student is able to function in an academic setting.

Often, just having a contact person on campus to talk to when an issue arises, or a designated “safe place” will be the only support needed. With some students, other accommodations may be necessary.

Like learning disabilities, psychological and psychiatric disorders are often invisible, and unfortunately, their presence is often challenged. It is therefore very important that proper current documentation of a disability is on file for that student. The documentation, written by a qualified professional, should specify what accommodations are reasonable for that particular student in the classroom setting. Since conditions and situations change often, it is also critical that students communicate regularly with their therapists and other professionals.

It should be noted that many students become anxious during testing situations, but; in order to receive reasonable accommodation and/or alternative testing, the student must produce documentation from the treating physician or therapist specifying that testing aggravates the condition.

Sometimes, there is a perception that students will “use” their diagnosis as an excuse to arrive late to class or miss it entirely, to do substandard work, or to engage in disruptive or inappropriate behavior. Although it is often difficult to determine which behaviors are disability-related and which are not, we are generally doing the student a disservice when we do not expect the same standard of quality from them as we do from other students.

Possible Accommodations:

- Alternative testing with or without extended time
- Delivering speeches either on tape or in a private audience with the instructor
- Suddenly leaving a class without warning
- Designated “safe place” to collect oneself and refocus
- Disability-related absences
- Extended deadlines

Attention Deficit Disorder (ADD)

The following definition is taken from a publication by Nancie Payne, of Payne and Associates; 1993:

“Attention Deficit Hyperactivity Disorder (ADHD) ...a central nervous system disorder that impacts the ability to attend to stimuli which is important (attention span); to determine which external stimuli are relevant or not relevant, (distractibility); to reflect before acting (impulsivity); and sometimes to control motor activity (hyperactivity).

The presence of hyperactivity separates the definitions ADD and ADHD; in other words, a person can have Attention Deficit Disorder with or without hyperactivity.

Issues to Consider:

A person usually does not “grow out” of ADD or ADHD; it is a lifetime condition which affects thousands; possibly even millions of adults.

Persons with ADD may often also have other learning disabilities and psychological disabilities. ADD/ADHD can be successfully treated with medication and behavior modification.

Possible Accommodations (With Documentation):

- Alternative testing with frequent breaks
- Audio or electronic books for associated comprehension disabilities
- Note takers
- Other accommodations suitable for certain learning disabilities

Students with Other Health Disabilities

Other 'hidden' disabilities are seizure disorders, multiple sclerosis, fibromyalgia, head injuries, multiple chemical sensitivity syndrome, and other chronic health conditions/illnesses. The text below offers some basic information about these disabilities. Specific suggestions are available from Disability Services on a personalized basis. Please call Ext. 7655 or 7760.

Seizure Disorders:

Seizures occur when there is a sudden electrical discharge in the brain. Each individual is uniquely affected. A seizure can result in a relatively slight reaction, such as a short lapse in attention, or a more severe reaction known as a grand mal, which involves convulsions. Seizure disorder (sometimes called epilepsy) is generally controlled by medication and, as a result, the possibility of a seizure episode in the classroom is rare. In the event that a student does experience one in the classroom, the following actions are suggested:

- Keep calm. Ease the person to the floor and open the collar. You cannot stop the seizure. Let it run its course and do not try to revive the person.
- Remove hard, sharp or hot objects which may injure the person, but you should not interfere with the person's movements.
- Do not force anything between the person's teeth.
- Turn the person's head to one side for release of saliva. Place something soft under the head.
- Make sure that breathing is unobstructed, but do not be concerned if breathing is irregular.
- When the person regains consciousness, let her/him rest as long as desired.
- If the seizure lasts beyond a few minutes, or if the person seems to pass from one seizure to another without regaining consciousness, contact emergency medical technicians. Students whose information is on file in the Disability Services office have signed a form

that acknowledges that U.C.C. staff is obliged to call 911, even though the student may feel it isn't necessary.

People with seizure disorder are sometimes frustrated by the lack of awareness of others about their condition. Myths and stereotypes are just as disabling as the disorder itself. Seizures are not contagious, not a sign of mental illness and are not usually triggered by emotional problems.

Multiple Sclerosis:

Multiple Sclerosis (MS) is the most common neurological disease affecting young adults. The cause of MS is unknown and there is no cure. The symptoms of this disease, and their severity, vary greatly from one individual to another. They can include slurred speech, paralysis, uncontrollable eye movement, numbness, loss of balance, lack of coordination, and extreme fatigue. A person can experience a series of episodes, followed by partial or complete recovery. Alternately, MS can follow a slow progressive course with few or no periods of recovery. In some cases, the frustration of not knowing how one may be able to function from one day to the next can be aggravating enough to affect the individual's moods. However, MS is not a mental illness. The most common accommodations required are discussed in the section of this booklet which addresses students with mobility impairments.

Head Injuries (Closed Head Injury/Traumatic Brain Injury (TBI)):

Head injuries are disabilities resulting from brain trauma and can be caused by direct injury to brain tissue, as in a car accident, hemorrhage from a ruptured blood vessel, or swelling of the brain due to infection. The injury could be the result of a combination of causes and can affect several areas of the brain. Some complications which can arise are seizures, muscular spasticity, and/or excess fluid in the brain. Various areas of the brain control different functions, such as muscular control, speech, memory, or personality. Damage to any area can be permanent and may significantly alter one's abilities. It is extremely frustrating to find oneself unable to perform a task which one could perform easily in the past. Specific adaptations vary depending on each individual's situation.

Multiple Chemical Sensitivity Syndrome:

Again, the importance of supplying good documentation cannot be stressed enough. The documentation should specifically address the presence of the disability as it relates to the classroom setting, and include suggestions of adjustments/accommodations that would be appropriate and reasonable.

Various colleges have posted signs in classrooms and in various offices which read:

“Several people have indicated they have severe allergies, environmental illnesses, multiple chemical sensitivities, or related disabilities. We urge you to bear this in mind when selecting personal care products.”

Contact Disability Services if you would like an attractive sign to post in your classroom/office.

Possible Accommodations (With Documentation):

- Allowing the student to leave class if necessary
- Seating near a door
- Alternate testing
- Flexibility of due dates/test scheduling on an as needed basis in the event of a disability related absence.

Students who have permanent conditions such as HIV/AIDS, cancer, kidney disease, cardiac or pulmonary diseases, obesity, diabetes, and blood disorders, as well as students with certain temporary conditions and those who are in recovery from substance abuse are protected under disability law. Each person's needs and capabilities are unique. Flexibility and creative problem solving are necessary when dealing with these unique needs. Students and faculty are encouraged to contact the Disability Services office for support and information concerning possible solutions to issues which may arise.

A Final Note:

Occasionally, faculty and staff are called upon to deal with disruptive students. It is important that all students be expected to adhere to the same standards of behavior. However, it is sometimes difficult to discern whether or not a certain set of behaviors is the result of a disability. The DS office may be able to provide support and additional information should a situation such as this arise. From an institutional standpoint, it is generally accepted that tolerating disruptive or inappropriate behavior is not a reasonable accommodation.