

# *DSPS Policies and Procedures*

## *for Faculty*

Cuesta College is committed to the inclusion and accessibility of all students. At the top of Cuesta's values is accessibility. Cuesta faculty has a key role in assuring that their classes are fully accessible to all populations. Depending on the student's disability related barriers, faculty might be asked to allow for a wide range of reasonable accommodations

Below are links to the various laws that mandate accessibility:

- [CCC Title V](http://extranet.cccco.edu/Portals/1/SSSP/DSPS/Laws%20and%20Regulations/Title%205%20Implementing%20Guidelines.pdf)  
<http://extranet.cccco.edu/Portals/1/SSSP/DSPS/Laws%20and%20Regulations/Title%205%20Implementing%20Guidelines.pdf>
- [504 guidelines](https://doe.sd.gov/oess/documents/sped_section504_Guidelines.pdf) [https://doe.sd.gov/oess/documents/sped\\_section504\\_Guidelines.pdf](https://doe.sd.gov/oess/documents/sped_section504_Guidelines.pdf)
- [508 Laws](http://www.section508.gov/section508-laws) <http://www.section508.gov/section508-laws>
- [ADAA, Title II](http://www.ada.gov/ada_title_II.htm) [http://www.ada.gov/ada\\_title\\_II.htm](http://www.ada.gov/ada_title_II.htm)

The primary role for DSPS staff is to provide Cuesta College students, faculty, staff and administration with guidance and “know how” for disability accommodations. Together, we can team up and answer any questions you might have regarding disability, faculty rights and accessibility.

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# Faculty Rights and Responsibilities

## Faculty rights:

- To set academic standards
- To evaluate the student based on the standards of the class and to grade accordingly
- To advise the student to contact DSPS if the student requests an accommodation and the instructor has not received written notification from the DSPS office

## Faculty responsibilities:

- To work with DSPS to provide for accommodations in a fair and timely way
- To adjust instruction without fundamentally altering the program
- To provide handouts in a timely way for alternate media provision
- To select textbooks in a timely way so that e-text can be ordered from the publisher
- To respect and maintain a student's right to confidentiality about his/her disability by not announcing or discussing the student's disability in the presence of other students or staff
- To contact the DSPS office if there is disagreement about the accommodation
- To work with DSPS to ensure that instructional web pages are accessible to students who use assistive technology
- To work with DSPS to ensure that instructional videos/DVDs are captioned
- To post materials on school websites in an accessible format for students
- To ensure that test accommodations do not impact lecture time or other course meeting requirements

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# What is the Instructor's Role in Providing Accommodations?

Instructors play a key role in the accommodation process. The level of involvement faculty will have in the accommodation process will vary depending upon the following factors: the type of accommodation provided, the setting for the accommodation, the student's disability, and the instructor's comfort level in working with students with disabilities.

The following examples demonstrate varying levels of instructor involvement in the accommodation process. The examples are not designed to guide the selection of accommodations for a particular student.

## **Accommodations which require little or no involvement by the instructor**

### Tape recorder

Tape recording class lectures and discussions might be a necessary accommodation for some students. If DSPS approves use of a tape recorder for a student, faculty must allow it. Tape recorders are specifically mentioned in Section 504 of the Rehabilitation Act as a means of providing full participation in educational programs and activities. As a general rule, any classroom material on which a student typically would take notes might be recorded. Occasionally, classroom discussion reveals items of a personal nature about students. If open discussions tend to reveal personal information, it would be appropriate to ask the student with a disability to turn off the tape recorder during these discussions.

### Seating

A student with a physical disability who cannot use the standard classroom desks might need to use a chair designated for that individual. The instructor's role might be simply to assist the student in reserving the chair for his/her use.

## **Accommodations which require the instructor to be minimally involved**

### Note taking devices

A blind student might use a braille note taking device which stores information electronically. The instructor would need to remember to verbalize what s/he writes on the board or to describe verbally other items used in instruction.

### Note taker

A note taker, who might or might not be a student enrolled in your course, attends each class session in order to take notes for a student with a disability. When possible DSPS pays a stipend to a student enrolled in the class to share notes. You can assist by helping DSPS identify students who could act as note takers.

## Assistive Listening Devices

Some students with hearing impairments use assistive listening devices which amplify and transmit sound. Usually the person speaking wears some type of microphone, which transmits sound directly to a receiver being worn by the student. The instructor might be asked to wear a transmitter or microphone during class. Faculty might also need to restate questions or comments that are made by other students so that this information is transmitted to the student with the hearing impairment.

## Interpreters or Real-Time Captioning

Students who are deaf or Hard-of-Hearing might use an American Sign Language interpreter or a Real-Time Captioner who transcribes the lecture so that the student can access instruction and participate in classroom discussion. The instructor should speak directly to the person who is deaf or hard of hearing rather than to the interpreter.

## Extended Time on Tests

When a recommended accommodation is additional time on tests, instructors might choose to proctor the exam themselves or arrangements can be made to have DSPS proctor the exams at a distraction-reduced site.

## **Accommodations which require more significant involvement by the instructor**

### Testing in Different Format or Alternative Methods of Recording Answers

In some circumstances an alternative testing method will be an approved accommodation for a student. Some disabilities make it very difficult to accurately fill out a Scantron or other computer-scored answer sheet. On a multiple-choice exam an instructor might need to permit a student to circle his or her answers on the test document. The instructor will then need to hand-score the exam. Other examples include permitting a student to speak answers into a tape recorder or to a scribe or to type answers on a word processor.

### Alternative testing formats

Permitting students to show their knowledge or mastery of the subject matter by using an alternative testing method might be a necessary accommodation, provided that the change in method doesn't fundamentally alter the education program. For example, permitting an oral exam in lieu of a written exam might be permissible unless the purpose of the exam is also to test the writing ability of the student. Likewise, permitting an essay exam in lieu of a multiple-choice exam or vice versa might be acceptable in some situations.

Adaptations such as these ensure evaluation of the student's achievement in the course, rather than reflecting the student's impaired sensory, manual, or speaking skills.

### Providing Technical Vocabulary

Technical vocabulary might be unfamiliar to students and an interpreter. Preparing a list of such terms will help students and interpreters keep up with the lecture.

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# Accommodations and Academic Standards

Academic accommodations should not be used to lower academic standards. They are, rather, changes to a classroom environment or task that are necessary to provide equal opportunity to eligible students with disabilities. Accommodations are designed to assist students in overcoming functional limitations resulting from their disability. Students with disabilities will still be responsible for meeting course and conduct requirements.

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## What Constitutes a Fundamental Alteration?

The law states that “fundamental alteration” of a program is not required to accommodate students with disabilities. What are some examples and non-examples of fundamental alteration?

There are some situations where adjustments in teaching method or testing might not be required because they could be considered fundamental alterations.

**Situation:** A student taking a class in small engine repair who has limited use of his/her hands asks to take a written test instead of actually repairing an engine.

Reasonable Accommodation or Not? The student’s request would not be accommodated if the essence of the course is to actually repair the engine, not talk or write about it.

**Situation:** A student tells you that s/he cannot complete writing assignments, with or without accommodations. The student requests that writing assignments not be included in his/her grade.

Reasonable Accommodation or Not? If submitting writing assignments is an essential requirement of the class (for example, in English Composition!) there would be no legal mandate to comply with the student’s request to exclude those assignments from the grade.

**Situation:** A student wants to take all tests at home, although tests are usually administered at the college, or insists on taking tests only as open-book, although other students are not given that choice.

Reasonable Accommodation or Not? Although a student’s disability might require extended time or administration of tests at a distraction-reduced site, it would not be appropriate for a student to request that all tests be administered as take-home or open book tests.

There are many other situations where adjustments in teaching method or materials might be required because they would not fundamentally alter instruction.

**Situation:** A blind student enrolls in a math class and requests that the instructor verbalize what s/he is writing on the board or overhead.

Reasonable Accommodation or Not? The faculty member would be legally required (as well as ethically obliged) to make an adjustment in presentation of course material by verbalizing what is written on the board or overhead. Pointing and referring to “this” and “that” as written on the

board would not give the student with a visual disability equal access to the instruction. An added benefit is that verbalizing material rather than just writing it can assist all students because the information presented is more explicit.

**Situation:** A blind student who reads braille requests to have handouts a few days in advance of the class session so that they can be prepared in alternate format.

Reasonable Accommodation or Not? The law says that “communication must be as effective as that provided to others.” DSPTS will take class handouts and braille them. But to do that, we need at least 2 days lead time. Thus, the instructor would be expected to provide the handouts to the student in a timely way so that DSPTS can braille the material and the student can have equal access to the class material at the same time as his/her peers. It would not be sufficient merely to distribute the handouts in class that day and tell the student, “This is the way I teach.”

**Situation:** A student with a visual or reading disability requests that the instructor provide information about the textbook that will be used in an upcoming semester.

Reasonable Accommodation or Not? Faculty are expected to meet the bookstore deadlines for textbook adoption. Timely textbook adoption is critically important for students with visual or reading disabilities.

California law AB 422 became effective in January 2001. It requires that textbooks be provided in electronic text on disk or CD (e-text) to students with visual or reading disabilities so that the student can access the material using assistive technology.

If a student registers with our office and if e-text is considered an appropriate accommodation, DSPTS works with the student to procure the e-text. However, that process might take 1-2 months or more. Timely textbook adoption (i.e. meeting the deadlines established by the bookstore) gives DSPTS time to contact the publisher and arrange for e-text, or if that isn't available, to scan the book. Delayed textbook adoption impedes that process, thus depriving the student of access to the textbook material.

Many situations involving accommodations are not so cut-and-dried. That is why DSPTS specialists are available to discuss accommodation issues with you. If you are not comfortable with an accommodation request, please call us so that we can discuss it with you.

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## Alternative Testing, DSPTS Proctored Exams

If a student is eligible for testing accommodations, the student will bring the Authorization to Administer Test form to you. The form will indicate accommodations which have been DSPTS approved. Please take the time to read it, fill out any requested information, sign it, keep your copy, and then return it to the student. The student will return it to the DSPTS office.

Because the DSPTS office needs to arrange for many other testing accommodations, the student needs to return the testing form to the DSPTS office at least 2 days in advance of their test (one week for finals). DSPTS has limited amounts of space, so we need the advance notice to plan accordingly.

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## Alternative Media Services

Alternative Media Services allows students to obtain classroom materials in alternate form such as braille, tactile graphics, enlarged print and electronic text. Material converted to electronic text can be utilized in a variety of programs that allow for student accommodations (i.e., Dragon Naturally Speaking). For questions regarding alternative media, please contact:

Louie Quade.  
Alternative-Media Facilitator, DSPS  
Cuesta College, room 3330  
(805) 546-3100 ext 2825  
(Thursdays - NCC ext 4228)

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## Guidelines for communicating with students with disabilities

**Here are ten suggestions for how to effectively communicating with students with disabilities.**

1. When talking with a person with a disability, speak directly to that person rather than through a companion or sign language interpreter.
2. When introduced to a person with a disability, it is appropriate to offer to shake hands. People with limited hand use or who wear an artificial limb can usually shake hands. (Shaking hands with the left hand is an acceptable greeting.)
3. When meeting a person who is visually impaired, always identify yourself and others who might be with you. When conversing in a group, remember to identify the person to whom you are speaking.
4. If you offer assistance, wait until the offer is accepted. Then listen to or ask for instructions.
5. Treat adults as adults. Address people who have disabilities by their first names only when extending the same familiarity to all others.
6. Leaning on or hanging on to a person's wheelchair is similar to leaning or hanging on to a person and is generally considered annoying. The chair is part of the personal body space of the person who uses it. Never patronize people who use wheelchairs by patting them on the head or shoulder.

7. Listen attentively when you're talking with a person who has difficulty speaking. Be patient and wait for the person to finish, rather than correcting or speaking for the person. If necessary, ask short questions that require short answers, a nod or shake of the head. Never pretend to understand if you are having difficulty doing so. Instead, repeat what you have understood and allow the person to respond. The response will clue you and guide your understanding.
8. When speaking with a person who uses a wheelchair or a person who uses crutches, place yourself at eye level in front of the person to facilitate the conversation.
9. To get the attention of a person who is deaf, tap the person on the shoulder or wave your hand. Look directly at the person and speak clearly, slowly, and expressively to determine if the person can read your lips. Not all people who are deaf can read lips. For those who do lip read, place yourself so that you face the light source and keep hands, cigarettes and food away from your mouth when speaking.
10. Above all, relax! It's okay to use accepted common expressions, for example to invite a person in a wheelchair to "go for a walk" or to ask a blind person if he "sees what you mean." Don't be afraid to ask questions when you're unsure of what to do. DSPPS is committed to helping you and the student succeed together.

**Examples of positive wording when referring to disability:**

<u>Words with Dignity</u>	<u>Words to Avoid</u>
Person with a disability	Handicapped/crippled/the disabled; physically/mentally challenged
Person who has multiple sclerosis or cerebral palsy	Afflicted by MS, victim of CP
Person with epilepsy or seizure disorder	Epileptic
Seizures	Epileptic fits
Person who has muscular dystrophy	Stricken by MD
Person who uses a wheelchair	Restricted/confined to a wheelchair; wheelchair bound. (The chair enables mobility. Without the chair, the person might be confined to bed.)
Person who is blind	The blind
Person who is deaf or hard of hearing	Suffers a hearing loss, the deaf
Person who is unable to speak or uses synthetic speech	Dumb, mute. (Inability to speak does not indicate lowered intelligence.)
Person with psychological	Crazy, insane, nuts

### Words with Dignity

### Words to Avoid

disability

Successful, productive

Has overcome his/her disability

Says s/he has a disability

Admits s/he has a disability

Person without a disability  
or non-disabled

Normal (Referring to non-disabled persons as “normal” implies  
that persons with disabilities are abnormal.)

Person with developmental  
delay

Slow, retarded

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## Suggestions for how to be proactive for students with disabilities.

Through providing an up-front and open approach to learning styles and disabilities, you will allow the student the opportunity to request accommodations. The transition from high school to college can be very difficult for many students because services in higher education are voluntary. Many students struggle with disclosing about their disability for fear of being judged or seen as less intelligent than others. Being proactive and positive about accommodations allows the students to be at ease and more likely to request for help.

Faculty will include a short statement in the syllabus advising students of the process to request accommodations from the instructor. Such a statement is generally helpful to students and faculty so that everyone knows the process. Including the statement on the syllabus can also avoid problems later on, for example if the student delays requesting an accommodation until late in the semester and, as a result, grades are negatively affected.

Below are two sample statements:

“If you have a disability which might require classroom or test accommodations, please contact Disabled Student Programs and Services (DSPP) in Building 3300 or call DSPP at 805-546-3148. All information will be kept confidential.”

“This document is available in alternate format upon request. Please contact DSPP at 805-546-3148.”

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# Tips for working with specific disabilities

## Acquired Brain/Traumatic Brain Injury (ABI/TBI)

Individuals with ABI/TBI have a wide range of needs. Some can function with few or no accommodations, others require more. There simply is no “cookie cutter” approach to disability accommodations, especially with individuals who have had brain injuries. Here’s a sample of comments from students who have had a brain injury:

- I study for twice as long as I used to, but I’m doing much worse.
- I can’t remember anything I read no matter how many times I re-read the same thing.
- I study hard and feel like I know the material. Then I go into the test and can’t come up with the answers.
- Essay exams are murder. I need 20 minutes to think of what I want to say and then the time has run out.
- I get so tired I can barely get through the school day. At night, I’m just too tired to do my homework.
- I’m so distracted. I can pay attention for five minutes and then my mind wanders.
- I go to every class, but nothing sinks in.

Some possible classroom accommodations can include:

- Allow additional time to complete in-class assignments
- Allow for extra or extended breaks
- Provide student with instructor’s notes or help student obtain quality notes from other students
- Allow student to audio record lectures for later playback
- Provide both oral and written instructions; clarify instructions
- For lectures, provide student with an outline or study guide when available
- Allow use of a portable computer with spelling and grammar checks for assignments and note-taking
- In grading work, reduce emphasis on spelling and grammatical errors unless it is the purpose of the assignment
- Permit referencing a dictionary or thesaurus for assignments
- Provide preferential seating at or near the front of the classroom
- Avoid placing student in high pressure situations (e.g., short time frames, extensive volume of work; highly competitive)

Many students with brain injuries also will experience a range of issues including behavioral, emotional and physical. The most common complaint from students is how tiring and overwhelming school can be for them due to disability related issues. Brain injuries are amongst the most prevalent disabilities for veterans returning from war. Often times, a student with a brain injury looks “normal”, but might struggle in a number of academic areas.

## Learning Disabilities

Learning disabilities (LD) includes specific diagnosis' that might be related to reading, writing, listening, expressive or math skills. Some specific learning disabilities might also have issues related to interpersonal/social skills. LD students comprise the majority of DSPS students nationwide, including here at Cuesta College. Like most disabilities, students with LD look, act, and behave like most other students. So what are the clues that your student might have an LD?

- **Reading-** confusing similar words, difficulty using phonics, problems reading multi-syllable words.
- **Writing-** difficulty with sentence structure, poor grammar, omitted words, difficulty in copying, lacks organized thoughts or development of ideas.
- **Listening-** difficulty in paying attention when spoken to, inconsistent concentration, has trouble listening to lecture and taking notes at the same time, easily distracted.
- **Expressive-** Problems describing events or stories in proper sequence, difficulty in expressing ideas orally that the student seems to understand, poor grammar, using a similar sounding word in place of the appropriate one.
- **Math-** difficulty memorizing basic facts, confusion or reversal of numbers, number sequences or symbols, difficulty copying problems or aligning columns, problems with reasoning and abstract concepts, poor organization and time management.
- **Interpersonal/Social Skills-** Problems interpreting subtle messages including sarcasm or humor. Seems disoriented in time, ie, late to class or appointments, unable to finish assignments in the standard time period. Displays excessive anxiety, anger or depression due to inability to cope with stress, poor organization and time management.

These are but a few of the possible signs of someone who has a learning disability. Often times, a student might be unaware they have a disability. DSPS can offer free testing to determine if the student has a learning disability.

## Psychological Disabilities

Although most students with psychological disabilities never draw attention to themselves by disruptive behavior, a few, because their symptoms are more persistent and/or cyclical, might experience periods in which "holding it together" becomes more difficult. Disciplinary issues should not be confused with mental health issues.

All students, including students with psychological disabilities, have the responsibility to meet the code of conduct by adapting behavior to the educational environment. If disruptive behavior persistently occurs or a student code of conduct is violated, the issue should not be defined as a health issue. It should be defined as a disciplinary issue, and a referral to the Vice President of Student Services should be made.

Be aware that because of side effects of the medications being taken by students with psychological disabilities, there might be extreme thirst, itching, agitation and frequent trips to the bathroom. If you need assistance please contact DSPS.

## Visual Impairments

Visual Impairments is the general application given to students who have disabilities related to their ability to see. Not all students are completely blind and use braille or have a guide dog. Many are sighted to certain degree and might require accommodations such as enlarged print, or text reading software.

Students, who have been blind since birth, or shortly after, have no visual memories. Their concept of objects, space and distance might be different from those who became blind later in life. Mobility skills of individuals might vary also, depending on the age of onset of blindness and the quality and extent of mobility training and mobility talent. Some students who are blind will use Braille with competence, but many do not use it.

Treat students with visual impairments very much like you would any other student. Use words like “see” without being self-conscious. If you are in a room alone with a person who is blind try to remember to explain what you are doing, such as shuffling papers. Tell him/her when someone comes in the room or when you leave the room.

It is never impolite to ask if they need or would like assistance.

When visual aids are used in the class, try to be as orally descriptive as possible. Words like “this” or “that” can be confusing. Consider making copies of overhead materials or diagrams so that the student can later ask an assistant to describe the information in detail to understand the material better.

A student might use a Guide Dog. These dogs have been trained to guide people who are blind, to keep out of the way, and to be quiet. These working dogs should not be treated as pets and should not be petted while working. [Click here for more information about service animals.](#)

When relocation of a class is necessary, a note on the black board or door is not adequate. It would be helpful to have a sighted student wait for the student with the visual impairment to arrive.

Possible accommodations for visually impaired students

1. Tape recording of lectures.
2. Books on Tape/ CD/ e-text
3. Because of the time necessary to have books read aloud or to review tapes, students often require extra time to complete required materials, especially when library research is involved.
4. Please keep in mind that last minute assignments can present a problem due to preparation and reader scheduling.
5. Extra time on tests.
6. Enlargement or other alternative media of tests/quizzes and other printed materials
7. Scribe and/or reader for tests and quizzes

## Deaf/HH

Hearing loss is measured in decibels and might be mild, moderate, or profound. The amount of hearing loss varies with each individual. A person who is born with hearing loss might have language deficiencies and exhibit poor vocabulary and syntax. If you see a student with a hearing aid, this does not mean that the student can understand verbal language. The student might require an alternative form of communication, (i.e., an interpreter, note taker, or use of other hearing aid devices.) When using an interpreter to communicate with a student, address the student directly saying "Hi John, how are you today?"

- Hard of Hearing- A specific condition in which hearing is loss to varying degrees; usually a hearing aid can enhance the understanding of speech.
- Deaf or Deafness- An inability to use hearing as a means of communication; hearing aids can enhance awareness of vibrations such as horns or sirens, but not speech.

Many students who are hard of hearing do not hear tone of voice, therefore, some expressions, such as sarcastic statements, might be misleading if taken literally. Try to avoid giving misleading information this way. Also, try to avoid using idioms or colloquial expressions.

Some Deaf students will attend class with a sign language interpreter or ideally a team of interpreters. An interpreter's proficiency level decreases after 20 minutes; for this reason, it is ideal to have two interpreters with the Deaf student in class. The interpreters will usually situate themselves in front of the class to interpret lectures and discussions. Please be aware of the difficulties the student might have trying to watch a film and the interpreter at the same time; it is necessary to have close captioned videos in your class. In conjunction to having interpreters, the student will also have a note taker since it is not possible to take notes and watch the interpreter simultaneously.

When having a Deaf student and interpreters in your class room, be aware that there is a lag time between the speaker and the interpretation. Because of this lag time, the student's contribution to the lecture or discussion might be slightly delayed.

### Accommodations for Deaf/HH students

- Interpreter/team of interpreters
- Note taker
- Student seated near the front of the class
- Videos close captioned
- Additional time for quizzes and tests

## Autism Spectrum

There are 3 main types of autism spectrum disorder (ASD)

- Asperger's syndrome- the mildest form of autism, boys are three times more affected than girls.
- Pervasive developmental disorder, not otherwise specified (PDD-NOS)-this is diagnosed when the individual is more severe than Asperger's, but not as severe as autistic disorder.
- Autistic disorder- the impairments are more severe with social and language functioning, as well as repetitive behaviors.

Each individual will vary with how severe their form of autism is. These individuals tend to speak in a monotone, and might use advanced vocabulary, yet not always do they thoroughly understand the words they use. Change is not something that they accept easily, often times they obsess on routines and sameness. Non-verbal communication is difficult for an individual with any form of autism; this might include limited eye contact, blank facial expressions, and lack of understanding sarcasm or irony. When speaking to an individual with autism make sure you are very clear with your meaning, and try to leave out anything that could possibly misconstrue the message.

For diagnosing autism spectrum disorder there are impairments in three main areas:

- Social communication- an understanding of language, but difficulty in distinguishing non-verbal forms of communication
- Social interaction- difficulty relating to people socially, unable to read the thoughts and feelings of others, difficulty forming relationships
- Social imagination- stereotyped behavior way of thinking and resistance to change, poor motor co-ordination

Some modifications might be needed for students with autism

- Testing accommodations (extended time on tests/quizzes and/or a private room)
- Note taker
- Tutoring

## Cerebral Palsy

(This section is still under construction.)

## Mobility

A variety of orthopedic/mobility related disabilities result from congenital conditions, accidents, or progressive neuro muscular diseases. These disabilities include conditions such as spinal cord injury, cerebral palsy, 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. Mobility impairments include students using wheelchairs, crutches, braces, walkers, or canes; however, not all students with mobility impairments require mobility aids. Each student's extent of their disability will vary, some students that use a wheelchair might be able to stand, but not walk. Others might be able to walk with the assistance of crutches, braces, canes, or walkers; however, use the wheelchair to conserve energy.

- Physical Disability- Visual, mobility, orthopedic or other health impairment
- Mobility and Orthopedic- A serious limitation in locomotion or motion functions which indicate a need for services
- Other Health Impairment- A serious dysfunction of a body part or system which necessitates the use of one or more services

Some modifications might be needed for students with a mobility disability

- Many students might need an adjustable-height desk or table which will be set up by DSPS
- A wheelchair is part of the person's body space. Do not automatically lean on the chair; it is similar to hanging or leaning on the person
- When talking to a student in a wheelchair for more than a few minutes, sit down if possible
- Some students might need help with tools, laboratory equipment, and/or chemicals
- Alternative testing
- Talk to the student about the impact of their disability in your class and any other accommodations that need to be made for the student to be successful in class

## ADD/ADHD

Attention Deficit Disorder/Attention Deficit Hyperactivity Disorder is a chronic neurological condition characterized by problems with attention, focusing and persistence and often, but not always, hyperactivity.

This includes students who have significant problems with inattention, hyperactivity, and impulsivity. Seldom does ADD exist alone; however it might happen, students with ADD try to control their symptoms to make it seem as if they have no disability. Some difficulties might include, but not be limited to: low self-esteem, difficulties in relationships with peers,

depression, anxiety, disorganization, procrastination, and forgetfulness. These individuals are easily overwhelmed with tasks of daily living, have a difficult time completing projects, and are inconsistent with their work performance.

School difficulties:

- New students have a particularly hard time adjusting to a new school, class room, teacher, and new students.
- Difficulty paying attention when spoken to; inconsistent concentration.
- Easily distracted by background noise or visual stimulation, might appear to be hurried in one-to-one meetings.
- Difficulty memorizing basic facts, as well as difficulty reading or comprehending word problems.
- Compositions lack organization and development of ideas.
- Trouble sustaining attention. Restless, fidgety. Lacks attention to details.
- Impatient and easily frustrated. For many students the harder they try the worse their symptoms become.

Some modifications might be needed for students with ADD/ADHD

- Extended time and/or a private room for tests/quizzes
- Permission to tape record lectures
- Note taker, based on their inability to concentrate on listening to the lecture while at the same time taking notes
- Books on tape
- Both visual and auditory instructions
- Academic support-tutoring

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## Service Animals

The Department of Justice published revised final regulations implementing the Americans with Disabilities Act (ADA) for title II (State and local government services) and title III (public accommodations and commercial facilities) on September 15, 2010, in the Federal Register. These requirements, or rules, clarify and refine issues that have arisen over the past 20 years and contain new, and updated, requirements, including the 2010 Standards for Accessible Design (2010 Standards).

[http://www.ada.gov/service\\_animals\\_2010.htm](http://www.ada.gov/service_animals_2010.htm)

# Student FAQs

These are questions frequently asked by students with responses that might help faculty.

## **Must I register with DSPS in order to get accommodations for my disability?**

*Yes, The Disabled Students Programs and Services department is the office on campus that assists students with disability accommodations. Registering with the office assures that you will be able to get the accommodations for which you are eligible.*

## **How recent does my disability documentation need to be?**

*Current professional documentation that verifies your disability will be accepted. While the documentation might verify that you have (or have had) a disability, decisions about appropriate accommodations require that the documentation be recent enough to identify functional limitations and support the need for such accommodations. The DSPS specialist will help determine if your documentation needs to be updated in order to support your requested accommodations.*

## **How do I get tested for a disability?**

*If you suspect that you have a physical, sensory, medical, or psychological disability, you should make an appointment to see a professional who is licensed to diagnose those types of disabilities. You might choose to start with your physician who might either assess you for a disability or refer you to someone more appropriate. DSPS staff can provide you with a community resource list of professionals.*

*If you believe you have a specific learning disability, you might attend a scheduled orientation with one of the learning disability specialists at DSPS to determine if it is appropriate to be assessed at Cuesta College.*

## **Will I get all the same accommodations at Cuesta College that I get in my High School IEP or 504 Plan?**

*A high school plan, whether IEP or 504, governs the high school setting. When you enroll at Cuesta, a DSPS specialist will meet with you to determine your current functional limitations and, through an interactive process, decide on accommodations. Your high school document is just that, a document for the high school environment. You might or might not have similar accommodations in the college setting.*

## **Will my DSPS specialist call me to remind me about appointments or important college deadlines?**

*Students are expected to remember their appointments without reminders and to check the college website, their pipeline accounts, and other campus information sites to make sure they know deadlines for enrollment, dropping classes, withdrawing from classes, and other important dates and information.*

### **Can I use a calculator for my math tests?**

*Accommodations for your disability are discussed with your specialist and are made on an individual basis. As long as the accommodation does not alter the fundamental requirements of the course, DSPS will support you in advocating for your approved accommodations. Decisions about accommodations are made on a case by case basis based on disability related limitations.*

### **Will I get registration priority because of a disability?**

*All Cuesta College students are assigned a registration date for enrollment in classes. Some students, dependent on their functional limitations as a result of a disability, might be approved for an early registration priority date as a disability accommodation.*

### **Can I receive my book in audio or other alternate format?**

*If you have been approved by a DSPS specialist for books in audio format, DSPS staff will work with you to make sure you can access your books. You are expected to purchase the textbooks before the office can request this alternative media for you. It is a good idea to register as early as you can for your courses, get your books as soon as possible, and see a DSPS specialist before the beginning of each term so that there will be time to order and receive your audio book file prior to the first day of class.*

### **Do my instructors know about my disabilities?**

*Once you are registered with the DSPS office, your file (including documentation of your disability) is considered confidential. It is your choice whether or not to inform your instructors about your disability, and you might choose how much to disclose about the specific disability and its impact on your education. If you wish to use disability accommodations in your courses, you will need to disclose to the instructors that you are a DSPS student and give them the appropriate forms provided in a DSPS counseling appointment.*

### **Does my involvement with DSPS become part of my academic record?**

*No. Disability documentation and the DSPS records are kept only in the DSPS office. In order for DSPS to release any information about your disability, you must submit a request with your signature. Be aware that student files are only maintained for up to three years after you are no longer enrolled.*

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# Sample Disability Accommodation Statement for Syllabus

If you need course adaptations or accommodations because of a disability or if you need to make special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. Please also contact Disabled Students Programs and Services (DSPS) as they are the designated department responsible for approving and coordinating reasonable accommodations and services for students with disabilities. DSPS will help you understand your rights and responsibilities under the Americans with Disabilities Act and provide you further assistance with requesting and arranging accommodations.

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## Contact DSPS

	<u>office</u>	<u>phone/ext</u>
Stephen Roldan – DSPS Director .....	3338.....	voice phone: 242-0327
Ilene French – DSPS Support Services Coordinator .....	3331.....	2149
Judy Rittmiller – Program Assistant .....	N3121.....	591-6215
Loren Buckingham – Program Assistant .....	3333.....	2485
Michelle Bach-Peters – Secretary II .....	3300.....	3148
Louie Quade – Alternative-Media Facilitator .....	3330.....	2825
Mark Tomes – Learning Disability Specialist .....	3337.....	2223
Lisa Curtis – Learning Disability Specialist .....	3336.....	2486
Robin Powers – Disability Specialist.....	3335.....	2353
Kathy Peters – Disability Specialist.....	3326.....	2483
Carol Hurd – Academic Counselor.....	3339.....	2827