

Instructor Toolbox



Working with Students
with DISabilities

Trinidad State has a commitment to provide equitable access to qualified students with disabilities. Disability Services (DS) provides appropriate and reasonable accommodations intended to eliminate or minimize disability-related barriers.

The process for determining reasonable accommodations is confidential and individualized. If you have questions that are not answered in the toolkit, please contact Disability Services at (719) 589-7067; or roberta.taylor-hill@trinidadstate.edu or (719) 846-5567 or daniel.wilson@trinidadstate.edu.

Syllabus Statement-Required for Syllabus

Disability Services recommends that all Trinidad State instructors use the following statement on their course syllabi to inform students of the instructor's willingness to provide reasonable accommodations:

Trinidad State is committed to providing equitable access to learning opportunities for all students. Disability Services (DS) is the campus office that collaborates with students who have disabilities to provide and/or arrange reasonable accommodations. The syllabus statement is subject to change.

If you have, or think you may have, a disability (e.g., mental health, attentional, learning, chronic health, sensory, or physical), please contact DS at (Trinidad) 719-846-5567 or (Alamosa) 719-589-7067 to arrange a confidential discussion regarding equitable access and reasonable accommodations.

If you are registered with DS and have a current letter requesting reasonable accommodations, we encourage you to contact your instructor early in the semester to review how the accommodations will be applied in the course.

FERPA-Family Educational Rights Privacy Act

The Family Educational Rights and Privacy Act of 1974 (sometimes referred to as the Buckley Amendment) were designed to protect the privacy of educational records and to establish the rights of students to inspect and review their educational records.

Once a student turns eighteen, or attends school beyond secondary school, the rights of access to the student's records transfer to the student. This means that all academic information regarding your college student goes directly to the student unless the student has given specific, written permission to release that information to someone else.

The exception to this law occurs if parents document in writing that the student is still claimed as a dependent for income tax purposes. The college may require you to submit your most recent tax forms in order to support this claim.

However, to keep yourself in compliance with FERPA, eliminate any conversation with a parent unless the student has signed a FERPA. You may download a FERPA form at:

<http://www.trinidadstate.edu/students/grades-and-transcripts#ferpa>.

Confidentiality

Disability Services requires documentation from all students who request accommodations based on a disability. This documentation is kept COMPLETELY CONFIDENTIAL. Information regarding students with disabilities will only be given on a need-to-know basis or when state and/or federal laws require release. If a student requests accommodations from a faculty member, he/she will give that faculty member an accommodation letter from the DISABILITY SERVICES confirming that they are registered with the office. Disability Services staff can only discuss accommodation issues with faculty. Any additional information will remain confidential unless the student gives express written permission.

Trinidad State Faculty and Staff should not discuss any information about a student with a disability with anyone except DISABILITY SERVICES staff or their direct supervisor. Please respect the integrity and privacy of the student, and if an occasion occurs, please discuss the issue behind closed doors and not in the hallways or restrooms. Confidentiality is crucial. If you have any questions or concerns about confidentiality, please contact Disability Services at Trinidad-719-846-5567 or Alamosa-719-589-7067.

Disability Definition

Federal and state agencies generally use a definition that is specific to a particular program or service. For example:

For purposes of nondiscrimination laws (e.g. the Americans with Disabilities Act, Section 503 of the Rehabilitation Act of 1973 and Section 188 of the Workforce Investment Act), a person with a disability is generally defined as someone who has a physical or mental impairment that substantially limits one or more "major life activities," has a record of such an impairment, or is regarded as having such an impairment.

Important- for legal reasons, if a student has not submitted an Accommodation Letter to you, please DO NOT provide any type of accommodation. If this happens, and if you provide the student with any type of accommodation, at you have regarded the student as having an impairment, which now means, we did this once, we will have to continue providing the "undocumented" service. Simply explain that accommodations must be coordinated through the Disability Services office.

Disability versus Handicap

- While these terms may seem to have the same meaning, to an individual possessing one or both may be offended by the improper use.
- A disability is a condition caused by an accident, trauma, genetics or disease, which may limit a person's mobility, hearing, vision, speech or mental function. Some people have more than one disability.
- A handicap is physical or attitudinal constraint that is imposed upon a person, regardless of whether that person has a disability. A set a stairs would be a handicap for a person with a disability who uses a wheelchair.

Students with Disabilities in Your Class

When teaching a student with any disability, remember, you as the instructor model the expected behavior in working with student with disabilities. Encourage the student to participate in the class activities and be sensitive to the student's needs, but do not expect less work or achievement from him or her. Please do not acknowledge the student by referencing his/her disability.

Make your course "disability friendly." It is helpful to put a paragraph in your syllabus welcoming students with disabilities and inviting them to make an appointment to discuss their disability and accommodations.

Students with disabilities are bound just as all students by Trinidad State's Code of Conduct/Handbook and will be held to the same standards. If a student's behavior becomes disruptive and/or dangerous and/or threatening, the instructor has the option of calling campus security for assistance, just as he or she would with any other student. If your office is not in an accessible building, make appointments in places that are accessible. Consider weather conditions if a student is late for class or a meeting.

Teaching Students with Chronic Illness or Pain

Some students have medical conditions that are "non-apparent" (not easy to see), but cause serious problems in an educational setting. Students can be disabled by chronic illnesses such as asthma, arthritis, diabetes, cardiopulmonary disease, cancer, chronic fatigue immune deficiency syndrome, and seizure disorders. They can also be disabled by medical conditions that cause intense and continual pain: for example, repetitive stress injury, post-surgery, and back problems.

Symptoms of all these conditions can be unpredictable and fluctuating. Students with chronic illness or pain may have limited energy and difficulty walking, standing, or sitting for a long time. Their pain, or the side-effects of medications, may cause them to become dizzy or confused, making it hard for them to pay attention in classes, complete out-of-class assignments, do library research, and stay focused during exams.

The following suggestions may help you to work effectively with students who have disabling medical conditions:

- Medical conditions, including medication side-effects, can cause problems with fatigue and stamina which adversely affect attention and concentration. For these reasons, students with medical conditions may need extended time on exams.
- Students with some medical conditions may become dizzy and disoriented, or may lack physical stamina. Thus they may be unable to quickly get from one location on campus to another. For these reasons, a student may be late getting to class. Please be patient when this happens.
- Preferential seating may be necessary to meet student needs. In a few situations, students may be unable to use the type of chair provided in a particular classroom. If they are

forced to stand during class, students may need podiums on which to rest open books and write.

- Instructors in courses requiring field trips or internships need to work with their students and the Disabled Students' Program to be sure the students' needs are met. For example, the students may need assistance with transportation, special seating, or frequent rest-breaks.
- Some students experience recurrence of a chronic condition requiring bed rest and/or hospitalization. In most situations students are able to make up the incomplete work, but they may need extra time.

Teaching Students Who Are Deaf or Hard of Hearing

For obvious reasons, students who are deaf or hard of hearing face enormous obstacles in an academic setting. It is essential that instructors maintain effective communication with these students, though instructors may sometimes feel awkward working with sign language interpreters or resorting to visual communication techniques (body language, gestures, and facial expressions).

Students who are deaf or hard of hearing are not all alike. Some are extremely adept at reading lips and others are not; some communicate orally and others use sign language, gestures, writing, or a combination of these methods. In class, students who are deaf may have sign language interpreters, or they may rely on real-time captioners (people who immediately type whatever is said so that the spoken utterance can be read on a computer screen). Students who have some usable hearing may use a device to amplify sounds: in class they may rely on hearing aids alone, or they may use an "assistive listening device." When students are using assistive listening devices, instructors may be asked to wear cordless lapel microtransmitters.

Following are suggestions for improving the academic situation of students who are deaf or hard of hearing.

- Always speak directly to the student, not to the student's sign language interpreter.
- During class discussions, ensure that no more than one person speaks at a time. When a class member asks a question, repeat the question before answering
- Loss of visual contact may mean loss of information for some students who are deaf or hard of hearing. Unless the students are using sign-language interpreters or real-time captioners, be sure that the students have visual contact with you before you begin lecturing. Avoid giving information while handing out papers or writing on a chalkboard.
- Provide seats near the front of the class so students with hearing impairments can get as much from visual and auditory clues as possible.
- Use captioned videos whenever possible. When showing uncaptioned videos, slides, or movies provide an outline or summary in advance. If the classroom must be darkened, be sure that the student's interpreter is clearly visible.

- When reading directly from text, provide an advance copy and pause slightly when interjecting information not in the text.
- When working with the chalkboard or an overhead projection system, pause briefly so that the student may look first at the board/screen, and then at the interpreter, to see what is being said.

Teaching Students with Learning Disabilities

Students with learning disabilities have normal or better intelligence, but they also have severe "information-processing deficits" that make them perform significantly worse in one or more academic areas (reading, writing, math) than might be expected, given their intelligence and performance in other academic areas. Though all learning disabilities are different, students with learning disabilities report some common problems, including slow and inefficient reading; slow essay-writing, with problems in organization and the mechanics of writing; and frequent errors in math calculation.

The following suggestions may be helpful in working with students who have learning disabilities, and also those who have head injuries.

- Students with learning disabilities may take longer to complete exams and may need extended time
- Students with learning disabilities may also take longer to complete assignments, so it is particularly important to provide a detailed syllabus at the beginning of the class. The syllabus should list all assignments and due-dates.
- If possible, provide frequent opportunities for feedback: for example, weekly quizzes on assigned reading, instructor review of early drafts of essays, error-analysis of tests. If a student's written exams seem far inferior to the student's classwork, the two of you can meet during your office hours for a discussion of the exam questions. This discussion will give you a better idea of what the student really knows and how you can help the student produce better exams or other written work.
- Encourage students to contact you in order to clarify assignments. You might suggest that students re-phrase the assignment and send the re-phrased version to you via e-mail. You can then reply via e-mail, confirming that the student has understood the assignment or correcting misunderstandings.
- Well before the beginning of your class, leave a list of required and recommended texts at your department office, and tell the office staff that students with disabilities should be permitted to make copies of the list. (Or put the book-list on your course website.) Some students with learning disabilities will need to order their textbooks from Recordings for the Blind and Dyslexic, and receiving the books takes time.
- Be sensitive to students who, for disability-related reasons, may be unable to read aloud or answer questions when called on. If students make you aware of these difficulties, you and the students can discuss other ways they can meaningfully participate in class sessions: for example, volunteering comments or making short presentations.

- Compose exams in a way that makes them accessible for students with learning disabilities:
- Make sure that exams are clearly written or typed, in large black letters or numbers, with spaces between lines and with double or triple spaces between items. To avoid visual confusion, avoid cramming too many questions or math problems onto one page. Print questions on only one side of the paper.
- Group similar types of questions together: for example, all true/false, all multiple-choice, all short-answers. Leave several spaces between multiple-choice items.
- Permit students to circle answers in the test booklet rather than darkening circles on a Scantron sheet.
- Allow students to use extra paper in preparing answers to essay questions. (Encourage the students to turn in preliminary outlines or scrawled notes with the completed exam bluebooks.)
- Suggest that math students use graph paper (or lined paper turned sideways) to ensure neatness and avoid confusion when performing math calculations.

Teaching Students with Attention-Deficit/Hyperactivity Disorder

Attention-Deficit/Hyperactivity Disorder (ADHD) is characterized by a persistent pattern of frequent and severe inattention, hyperactivity, and/or impulsiveness. People with ADHD have many problems in academic settings. Some of these problems are similar to the problems of people with learning disabilities: slow and inefficient reading, slow essay-writing and frequent errors in math calculation and the mechanics of writing. Other problems are especially characteristic of ADHD; students ADHD often have serious problems with time-management, task-completion, organization, and memory.

For suggestions on working effectively with students who have ADHD, please review our section on learning disabilities (above), as well as the following.

- Students with ADHD generally perform better if given a syllabus with clear explanations of tasks and specific due dates. As the semester progresses, keep reminding students of impending deadlines: "Remember, the problem sets are due on Friday."
- Whenever possible, start each lecture with a summary of material to be covered, or provide a written outline. If you use broad margins and triple-space, students will be able to take notes directly onto the outline: an aid to organization. At the conclusion of each lecture, review major points.
- Students with ADHD may tend to "drift" mentally during class, especially during long lectures. They are better able to stay tuned-in when the class material is stimulating and the format varied (for example, lecture alternating with presentations and class discussion). If the class goes on for several hours, be sure to permit several breaks.
- Students with ADHD are often distractible, so you should invite them to sit near the front of the class, away from possible sources of distraction (for example, doors, windows, and noisy heaters).

- Avoid making assignments orally, since ADHD students may miss them. Always write assignments on the chalkboard, or (even better) pass them out in written form.
- Provide test-sites that are relatively distraction-free; and when students are taking tests with extended test-time, do not ask them to move from one test-site to another.
- For large projects or long papers, help the student break down the task into its component parts. Set deadlines for each part; for example, there might be deadlines for the proposal of an essay topic, for a research plan, for the completion of research, for pre-writing to find the essay's thesis, for a writing-plan or outline, for a first-draft, and for a final edited manuscript.

Teaching Students with Limited Manual Dexterity

Students may have limited manual dexterity as a result of illness or injury. In this age of the computer, increasing numbers of students are developing carpal tunnel syndrome, which causes them to suffer severe pain when they take notes or write exams. Following are some suggestions on working with students who have limited manual dexterity.

- Whether they handwrite, use computers, or dictate to amanuenses, students with limited manual dexterity generally need extended time for examinations.
- Students with limited manual dexterity need frequent rest breaks during exams, since handwriting and typing are slow and painful, and dictating to an amanuensis is difficult and mentally fatiguing.
- During lab sessions, students with limited manual dexterity often need assistants to manipulate equipment, make notes, and complete lab reports.

Teaching Students with Mobility Impairments

Mobility impairments can have many causes: for example, cerebral palsy, multiple sclerosis, muscular dystrophy, and spinal cord injury. Students with mobility impairments have varying physical limitations and deal with their limitations in different ways; they may use crutches, braces, or a wheelchair.

Below are some suggestions on working with students who have mobility impairments.

- Students who have upper body limitations may need note takers, extended exam time, and audiotape recorders or amanuenses to record exam answers. DSP provides note takers and amanuenses. You'll need to provide exam rooms in which students can dictate into audiotape recorders or confer with amanuenses without disturbing other exam-takers.
- Students with upper body weakness may not be able to raise their hands to participate in class discussion. Establish eye contact with the students and call on them when they indicate that they wish to contribute.
- A wheelchair is part of a student's "personal space." No one should lean on a chair, touch it, or push it unless asked. Whenever you are talking one-to-one with a student in a

wheelchair, you yourself should be seated so the student does not have to peer upward at you.

- Please understand that for reasons beyond their control, students with severe mobility impairments may be late to class. Some are unable to quickly move from one location to another due to architectural barriers, inadequate public transportation, or hilly terrain on campus
- Special seating arrangements may be necessary to meet student needs. Students may require special chairs, lowered tables on which to write, or spaces for wheelchairs. In laboratory courses, students who use wheelchairs may need lower lab tables to accommodate their chairs and allow for the manipulation of tools or other equipment.
- Instructors in courses requiring field trips or internships need to work with students and the Disabled Students' Program to be sure the students' needs are met. For example, students may need assistance with transportation, special seating, or frequent rest-breaks.
- Not all mobility impairments are constant and unchanging; some students experience exacerbations or relapses requiring bed rest or hospitalization. In most cases, students are able to make up the incomplete work, but they may need extra time.

Teaching Students with Psychological Disabilities

Some students have psychological disabilities such as depression, bipolar disorder, or severe anxiety. Psychological disabilities complicate many areas of life, including education.

Every case is different, but there are some commonalities in the academic experiences of students with psychological disabilities. These students report difficulties with focusing, concentrating, and completing work in a timely fashion. Reading, writing, and math may require extra effort and more time. Ability to function effectively may vary from day to day; in response to stress, students may experience an increase in symptoms. Medications help with some symptoms of psychological disability, but medication side-effects (for example, drowsiness or headaches) can contribute to a student's academic problems.

We suggest that you review our suggestions (above) about learning disabilities and Attention-Deficit/Hyperactivity Disorder; a number of these suggestions will also be appropriate for students with psychological disabilities. Following are some suggestions specifically addressed to the needs of students who have psychological disabilities.

- Psychological disabilities are not well understood and accepted in our society, and many students with psychological disabilities have good reason to fear the reactions of others. Please make every effort to make students feel comfortable if they disclose their psychological disabilities to you. Don't press students to explain their disabilities if they do not wish to do so; with the consent of the student, DSP Specialists can provide you with further information.
- Understand that for disability-related reasons, these students may sometimes have to miss class, or even leave the room in the middle of a class. The students will be

responsible for the content of any lectures missed, but they will appreciate your helping them to fill in the gaps.

Teaching Students with Speech Impairments

Speech impairments can have many causes: dysfluencies such as stuttering, neurological conditions such as Tourette's Syndrome, surgical removal of the larynx, stroke, traumatic head injury, and degenerative illness. Students with speech impairments may communicate in various ways. Some students speak with their own voices, but slowly and with some lack of clarity; other students write notes, point to communication boards, use electronic speech-synthesizers, or communicate through assistants who interpret their speech to other people. Following are some suggestions on working with students who have speech impairments.

- In communicating with students who have speech impairments, resist the temptation to indicate that you have understood when in fact you have not. Students with speech impairments are accustomed to being asked to repeat so don't be afraid that you'll offend them if you ask them to "say it again" or to spell words that you can't decipher.
- When students have speech impairments, meet with them early in the semester to discuss their communication styles and how they can best function in your classroom. Will they be able to answer if you call on them? Will they be able to ask questions and make comments during class discussions, or do oral presentations? If not, are there other ways the students can demonstrate competency: for example, by completing an extra essay or project?
- If a communication assistant accompanies the student to class, address your comments and questions to the student rather than the assistant.

Teaching Students with Visual Disabilities

Like students who are deaf or hard of hearing, students with visual disabilities are at a great disadvantage academically. Though they can hear lectures and discussions, students with visual disabilities are often frustrated by class syllabi, textbooks, chalkboard diagrams, overhead projections, films, maps, videos, printed exams, Scantron answer sheets, laboratory demonstrations, and Internet websites designed to be navigated by clicking on images.

Students with visual disabilities vary considerably. Some have no vision, others are able to see large shapes, and still others can read standard print if magnified. Depending on their disabilities, they use a variety of accommodations, equipment, and compensatory strategies. For example, many students with visual disabilities need extra time for exams and projects, and many use readers or amanuenses for exams.

Most students with visual disabilities take advantage of assistive technology. Computers can enlarge print; convert printed material to Braille; read the text on a computer screen aloud; or scan books, articles, and other printed materials and then read their text. Some students also use audiotape recorders, portable note-taking devices, or talking calculators.

Following are some suggestions on instructing students with visual disabilities.

- Students with visual disabilities may need preferential seating. Your student should be seated near the front of the class to hear clearly what is being presented and to see as much as possible.
- Well before the beginning of your class, leave a list of required and recommended texts at your department office, and tell the office staff that students with disabilities should be permitted to make copies of the list. (Or put the book-list on your course website.) Some students with visual disabilities will need to order their textbooks from Recordings for the Blind and Dyslexic, and receiving taped books takes time.
- When using an overhead projector with transparencies, use a large print-size: at least 18 points. Provide additional time for students with visual disabilities to copy the material on the transparencies, or provide them with printed copies.
- Whenever possible, modify the presentation of material to make it accessible.
- Allow the student to audiotape lectures or use a note taker.
- Pace the presentation of material; if referring to a textbook or handout, allow time for students with visual disabilities to find the information.
- When lecturing, avoid making statements that cannot be understood by people without sight: for example, "This diagram sums up what I am saying about statistics." (Don't worry about using words and phrases that refer to sight: for example, "See you later!" Such expressions are commonly used, and most people with visual disabilities don't find them offensive.)
- Read aloud everything that you write on the chalkboard. Verbally describe objects and processes whenever possible.
- In making comparisons and analogies, use familiar objects that don't depend on prior visual knowledge. Foods and objects found around the house are good choices. You might say, for example, that a particular dance movement requires a lot of weaving and turning, "like getting from one side of the living room to the other on moving day."

General Rules of Etiquette

When you are comfortable, your actions and your words give a person a sense of calmness and safety. Many people do not know what to say or how to act when they meet someone with a disability. People with disabilities have the same feelings as you. Treat someone with a disability the same way you would like to be treated and you cannot go wrong.

One of the most important things to remember when having a conversation with a person with a disability is to talk to that person directly, not to their companion. Although you may need some practice in doing this, remembering to make eye contact can make the difference.

If it looks like someone with a disability may need assistance, just ask them. The worst they can do is say "No, thank you."

When offering assistance, do it in a dignified manner with sensitivity and respect. If your offer is declined do not proceed to give assistance. If the offer is accepted, listen carefully and follow the instructions carefully.

Be patient when an individual is using a communication device.

Treat adults as adults. Do not talk down to people with disabilities.

Avoid using the following words while talking to or in reference to a person with a disability: Cripple, victim, defect, invalid, sick, diseased, wheelchair bound, handicapped, retard, suffers from, deformed, vegetable, dumb, moron, imbecile, or idiot.

The following terminology is appropriate when speaking about someone with a disability: blind, visually impaired, hard of hearing, intellectual disability, non-disabled, physically disabled.

Avoid terms that imply that people with disabilities are overly courageous, brave, special, or super human.

People with disabilities would like equal treatment not special treatment.

Remember, people with disabilities are people first and disabled second.

If you must ask someone about their disability, be sensitive and show respect. If the person declines to discuss it, do not probe.

Students with Temporary Disabilities

Students who are temporarily disabled due to broken bones, surgery and other mishaps must follow the same guidelines for getting accommodations as a student with a permanent disability.

Pregnant & Parenting Students

Schools that receive federal funds must not discriminate against students because of sex, including a student's pregnancy, childbirth, false pregnancy, termination, or recovery therefrom. Schools must provide equal access to school programs and extracurricular activities to students who might be, are, or have been pregnant. Schools are required to treat pregnant and parenting students the same way they treat other students who are similarly able or unable to participate in school activities.

Frequently used Accommodations

Examples of reasonable accommodations by disability type:

Disability Type	Accommodation Examples
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Low vision	<ul style="list-style-type: none"> • Seating near front of the class • Large print exams, handouts, signs, equipment/material labels • Contrast-enhanced printed materials • Image-enlarging technology (e.g., TV monitor, magnifier) • Electronic format for syllabi, assignments, readings, resources • Glare guards • Supplementary light source
Blindness	<ul style="list-style-type: none"> • Audio-recorded, brailled or electronic-formatted lecture notes, handouts, and texts • Verbal or audio descriptions of visuals and videos • Raised-line drawings and tactile models of graphic materials • Braille lab signs and equipment labels; auditory lab warning signals • Adaptive lab equipment (e.g., talking calculators, tactile timers) • Computer with optical character reader, speech output, Braille screen display and Braille printer output
Hearing loss	<ul style="list-style-type: none"> • Sign language interpreter • Seating near the instructor/speaker with an unobstructed view of the speaker's face • Real-time captioning • FM system • Note taker • Alternate location for testing that has reduced auditory and visual distraction • Visual aids and written supplements to spoken instructions • Written assignments, lab instructions, summaries, notes • Use of email for class and private discussions
Learning disability	<ul style="list-style-type: none"> • Note taker • Audio recorded lectures • Captioned films • Extended time on exams and assignments • Alternative testing arrangements/locations • Instructions provided in multiple formats, including visual, aural and tactile • Computer with voice output, spellchecker and grammar checker • Concise oral instructions, clear written instructions and well organized visual aids
Mobility/	<ul style="list-style-type: none"> • Note taker, scribes, lab partners

motor impairment	<ul style="list-style-type: none"> • Classrooms, labs and field trips in accessible locations, using accessible transportation • Computer with speech input, voice output and alternative keyboard • Wheelchair-friendly furniture and room arrangement (e.g., adjustable tables, space for a wheelchair, lab equipment located within reach) • Use of ramps and raised platforms for student's access • Class materials available in electronic format • Extended time for completion of activities
Speech impairment	<ul style="list-style-type: none"> • Alternative assignments for oral presentations (e.g., written assignments, one-to-one presentation) • Course substitutions • Flexibility with in-class discussions (e.g., consider online discussion boards)
Chronic health condition	<ul style="list-style-type: none"> • Note takers • Flexible attendance requirements • Extra exam time and allowances for breaks • Assignments made available in electronic format • Use of email to facilitate communication

General Information

- [The Americans with Disabilities Act](#) of 1990 (ADA), patterned after [Section 504](#), also protects qualified persons with disabilities from discrimination in many areas of postsecondary education including admission, academics and research. However, the ADA applies to all postsecondary educational programs even if such programs do not receive federal financial assistance.

Entities Protected Under the ADA

Any individual who has a physical or mental impairment that substantially limits a major life activity; has a record of having such an impairment; or is regarded as having such an impairment is protected by the law, as discrimination has many faces. Most faculty, however, will find themselves dealing with students who meet the first prong of the definition — an impairment which presents a substantial limitation to a major life activity. Students with learning disabilities still have a number of talents and gifts. With support, motivation, and appropriate intervention, they can complete a college degree.

Educational Implications

It is important to note the effects of a Specific Learning Disability on academic performance result from long-term retrieval, short-term memory, processing speed, auditory, visual, and/or other cognitive processing deficits. Students with these disabilities are not less intelligent than other students nor are they lazy.

The student with a Specific Learning Disability may exhibit problems in one or more of the following areas:

Faculty and Staff Rights and Responsibilities



TS faculty and staff have the right to:

- Require students with disabilities to provide proof of registration with Disability Service's office. **(PLEASE NOTE: if at this point, you the instructor provide any type of accommodation without an accommodation letter, you have regarded the student as having a disability and by law, the student may request accommodations from other classes). Please encourage the student to register, but do not open the can of worms.**
- Expect that students with disabilities will communicate their requests for accommodations in a timely manner.
- Uphold standards for courses and expect that, with or without accommodations, students with disabilities will complete the same or equal course requirements.

TS faculty and staff have the responsibility to:

- ensure that reasonable accommodations are arranged, provided, or allowed.
- provide information and materials in alternative formats upon request.
- treat all students with the same fundamental fairness.
- follow the confidentiality guidelines and laws outlined in this document.
- make students with disabilities aware of procedures for securing accommodations by including a statement in their syllabi (see Syllabi Example).
- Suggested Language for Syllabi for Students with Disabilities
- Students with disabilities needing academic accommodations should:
Register with and provide documentation to the Student Disability Services Office.

- Bring a letter to the instructor from the Disability Services Office indicating you need academic accommodations. This should be done as early as possible each term.
- This syllabus and other class materials are available in alternative format upon request.

Frequently Asked Questions

How Does a Student Qualify for Services?

Only DISABILITY SERVICES can determine who is eligible for services based on a disability. Students can register for services by making an appointment with a DISABILITY SERVICES staff member and present documentation. Remember, each situation is individualized to the student.

Students with learning disabilities must provide a psycho-educational evaluation done by a licensed psychologist within a three to five year timeframe. Students with other types of disabilities must provide a detailed letter from a physician, psychologist, or specialist in the area of their disability that includes a diagnosis of the disability, how it impacts them in an educational setting, and suggestions for appropriate reasonable accommodations. If a student requests accommodations, but is not registered with DISABILITY SERVICES, please refer them to the DISABILITY SERVICES before any accommodations are provided.

How should I let students know that they need to talk to me about their accommodation needs? Can I require that they discuss accommodation needs at the beginning of the semester?

The best way to communicate your desire to discuss accommodation needs with a student is to put a statement in your syllabus. Although it is easier if the student discusses their accommodation needs at the beginning of the semester, you cannot deny accommodations if the student chooses to disclose later in the semester. However, you are also not obligated to allow a student to re-do any assignment or test for which they did not receive accommodations if you did not know they have a disability. DISABILITY SERVICES encourages currently registered students to give a faculty letter to each of their professors during the start of the semester.

What should I do if a student tells me that he/she has a disability and requests accommodations, but does not have any written proof?

Tell them that they need to be registered with DISABILITY SERVICES and provide a faculty letter to you before you can provide any accommodations. You are under no obligation to provide accommodations until the student gives you a copy of the letter. A student who is unaware of the procedures for obtaining accommodations may try to give you a copy of their documentation. Ask them to take their documentation to the Student Disability Resource Center because it is DISABILITY SERVICES's responsibility to determine if a student is eligible for services.

I have a student in my class that I suspect may have a learning disability. Does the DISABILITY SERVICES conduct evaluations to determine if a student has a disability?

No, the DISABILITY SERVICES does not conduct evaluations, but we would be happy to talk to the student and give them a referral to external testing agencies. The college is not required to pay for any external testing.

How will I know which accommodations a student is qualified for?

Once a student is registered with the Disability Services office, and accommodations are approved, the student will take an Accommodation Letter to their instructor for signature. At this point, it opens up an opportunity for the instructor and student to discuss the detailed accommodations. Please ensure confidentiality with the student and discuss this in a separate location and not in front of the class. Allow for discretion.

What should I do if I feel that the accommodation(s) a student asks for is/are unreasonable?

Consult with DISABILITY SERVICES before you agree to or refuse any accommodation. Instructors can be held personally liable for refusing to accommodate a student with a disability, so be sure to seek assistance from DISABILITY SERVICES office before making any decisions about a request for accommodation that may seem unreasonable to you. Accommodations should be reasonable and related to the student's disability.

How much "extended time" on an exam is appropriate?

It depends upon the nature and purpose of the exam (i.e. Is the time it takes to complete the exam an essential component of the student's score?), most students do not need beyond double time. Again, this is individualized to the student. If you have questions about extended test time, please contact DISABILITY SERVICES.

If a student will be taking tests with accommodations through DISABILITY SERVICES, where will the test be given and who monitors its administration?

Students who sign up to take an exam with DISABILITY SERVICES will take it in the DISABILITY SERVICES area or a prearranged classroom. Students will test at the same time the class tests (unless you give permission otherwise). Please remember to schedule testing at least five days in advance.

What should I do if my class is assigned to an inaccessible location or a student needs modified furniture, such as an accessible desk or an orthopedic chair?

Notify DISABILITY SERVICES or the Dean of Instruction immediately so that the classroom location can be changed and/or any modified furniture can be moved into the classroom as soon as possible.

If a student asks for help finding a tutor, what should I do?

DISABILITY SERVICES does not provide tutors, however, we encourage students to talk with their departments for listing of tutors. We refer most students to the Learning Center or Success Center for tutoring services.

Technology

Advances in technology have had a significant impact on the educational experiences of students with disabilities, helping them become more independent. It is important that you become aware of some of the technological devices that students with disabilities may use in your classroom or to complete assignments in your course.

Alternative Textbook Formats

If textbooks are required in alternate format the Disability Services office will make the request once we receive it.

MicroSoft

Affirmative Action Statement:

TSJC does not unlawfully discriminate on the basis of race, color, religion, national origin, sex, age, or disability in admission or access to, or treatment, or employment in its educational programs or activities. Inquiries may be referred to:

Affirmative Action Officer and Title IX and Section 504 Coordinator
Berg Building, TSJC,
Trinidad, Colorado 81082

(719) 846-5534, \or Director of Affirmative Action for the Colorado Community College System, 9101 East Lowry Boulevard, Denver, CO 80230 (303) 595-1552, or to the Office for Civil Rights, U.S. Department of Education, 1961 Stout St., Denver, CO 80294. Information or guidance regarding student's rights, policies, and/or procedures may be obtained from:

Affirmative Action Officer, Lorrie Velasquez. Berg Building, Room 108, Telephone: (719) 846-5534: Any student is invited to confer with the Affirmative Action Officer. All conferences will be kept in strict confidence.

Notice of Non-Discrimination

Trinidad State Junior College is an equal opportunity educational institution and does not discriminate on the basis of race, color, creed, national origin or ancestry, sex, veteran status, age, sexual orientation, or disability in employment in its activities, programs, or employment practices as required by Title VI, Title IX, and Section 504, Age Discrimination Act, and Title II of the ADA. The College has designated the Director of Human Resources as its Affirmative Action Officer with the responsibility to coordinate its civil rights compliance activities and grievance procedures. For information, contact the Director of Human Resources, 600 Prospect Street, Trinidad, CO, 81082, (719) 846-5534; or the Office for Civil Rights, U.S.

Department of Education, Region VIII, Federal Office Building, 1244 North Speer Blvd., Suite 310, Denver, CO, 80204, (303) 844-2981, TDD (303) 844-3417.

Title XI Compliance Officer:

TSJC does not unlawfully discriminate on the basis of race, color, religion, national origin, sex, age, or disability in admission or access to, or treatment, or employment in its educational programs or activities. Inquiries may be referred to: TSJC Title IX Compliance Officer, Lori Velasquez, Berg Building, Trinidad, Colorado 81082 (719) 846-5691, or

Director of Affirmative Action for the Colorado Community College System, 9101 East Lowry Boulevard, Denver, CO 80230 (303) 595-1552, or to the Office for Civil Rights, U.S. Department of Education, 1961 Stout St., Denver, CO 80294.

FAMILY EDUCATION RIGHTS AND PRIVACY ACT

Student Record Disclosure, Review of Records, Record Retention, Use of Photographs, TSJC Student ID, Family Education Rights and Privacy Act, FERPA Release Form.

While incorporating [Best Practices or Universal Design](#) can eliminate the need for many accommodations, it does not eliminate the need for all of them. Here is information on the most commonly requested accommodations for students with disabilities.

- **Testing Accommodations**

If your student has exam accommodations, you and the student should discuss testing arrangements. Whenever possible, students should take their exams within the department.

- **Classroom Interpreting and Captioning**

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Media captioning provides access to material to D/deaf and hard of hearing students. To learn adding captions to media (i.e. videos, YouTube, DVDs) please visit [Request media captioning](#).

- **Access Assistants**

Trained student workers called Access Assistants (AA) help to remove barriers for students with disabilities. They may assist eligible students with laboratory access, note taking, library assistance, individual reading, textbook taping and other activities. For more information about an AA's role, please visit [Access assistance](#).

Disability Services

Essential Course Requirements

Essential requirements are the learning outcomes (including skills, knowledge and attitudes) all students must demonstrate with or without using accommodations.

When identifying essential program requirements, consider course objectives, licensing board requirements and if applicable, professional standards from a general class of occupations such as engineering, teaching, or medicine.

Washington, D.C. 20202-8520

Disability Services

Achieving Access in Your Class -- Best Practices/Universal Design

Universal Design for Instruction (UDI) refers to the teaching practice that addresses the potential needs of a variety of learners. Another way to think about UDI is using the most inclusive model of teaching and learning. While instructors use a variety of approaches to incorporating UDI in their classrooms, effective UDI is comprised of the following principles:

- Create a welcoming classroom climate
- Provide clear expectations and feedback
- Incorporate natural supports for learning
- Use multimedia instructional methods
- Provide a variety of ways to demonstrate knowledge
- Use technology to enhance learning

- Encourage instructors-student contact
- Determine essential course components

Center for Teaching and Learning:

- Incorporating Universal Design Principles in the Development, Delivery, and Assessment of Your Instruction
[Universal Design Principals](#)
- “What’s that blurry thing up there on the screen? Or, ways and whys to clean up bad images.”
[How-to-clean-up-a-powerpoint-slide](#)
- “Academic Technology: Two projects aiding the quest for Universally Designed Instruction”
[Quest-for-universally-designed-instruction](#)

Other University Resources:

- OED Certificate Workshop 5: Engaging Universal Design Concepts to Increase Access and Inclusion
[Workshops and trainings](#)
- Universal Design and ELLs [English Language Learner] with Disabilities
[/UnivDesign/univdesigntopic.htm](#)
- Ilene D Alexander Projects on Universal Design
[Universal Design projects](#)



Service Animals

COMMONLY ASKED QUESTIONS ABOUT SERVICE ANIMALS IN PLACES OF BUSINESS

What are the laws that apply to my business?

The Department of Justice has issued revised ADA Title II (state and local government programs) and Title III (private businesses, a.k.a. places of public accommodation) regulations which took effect March 15, 2011. These regulations revise the definition of service animal and add additional provisions. (§35.104, §35.136, §36.104, §36.302)

Under the Americans with Disabilities Act (ADA), privately owned businesses that serve the public, such as restaurants, hotels, retail stores, taxicabs, theaters, concert halls, and sports facilities, are prohibited from discriminating against individuals with disabilities. The ADA requires these businesses to allow people with disabilities to bring their service animals onto business premises in whatever areas customers are generally allowed.

What is a service animal?

- Beginning on March 15, 2011, only dogs are recognized as service animals under titles II and III of the ADA.
- A service animal is a dog that is individually trained to do work or perform tasks for a person with a disability.
- Generally, title II and title III entities must permit service animals to accompany people with disabilities in all areas where members of the public are allowed to go.

How can I tell if an animal is really a service animal and not just a pet?

Service animals are defined as dogs that are individually trained to do work or perform tasks for people with disabilities. Examples of such work or tasks include guiding people who are blind, alerting people who are deaf, pulling a wheelchair, alerting and protecting a person who is having a seizure, reminding a person with mental illness to take prescribed medications, calming a person with Post Traumatic Stress Disorder (PTSD) during an anxiety attack, or performing other duties. Service animals are working animals, not pets. The work or task a dog has been trained to provide must be directly related to the person's disability. Dogs whose sole function is to provide comfort or emotional support do not qualify as service animals under the ADA.

This definition does not affect or limit the broader definition of "assistance animal" under the Fair Housing Act or the broader definition of "service animal" under the Air Carrier Access Act.

Some State and local laws also define service animal more broadly than the ADA does. Information about such laws can be obtained from the State attorney general's office.

What must I do when an individual with a service animal comes to my business?

Under the ADA, State and local governments, businesses, and nonprofit organizations that serve the public generally must allow service animals to accompany people with disabilities in all areas of the facility where the public is normally allowed to go. For example, in a hospital it would be inappropriate to exclude a service animal from areas such as patient rooms, clinics, cafeterias, or examination rooms. However, it may be appropriate to exclude a service animal from operating rooms or burn units where the animal's presence may compromise a sterile environment.

- 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.
- 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 or at a homeless shelter, they both should be accommodated by assigning them, if possible, to different locations within the room or different rooms in the facility.
- 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 with the disability the opportunity to obtain goods or services without the animal's presence.
- Establishments that sell or prepare food must allow service animals in public areas even if state or local health codes prohibit animals on the premises.
- People with disabilities who use service animals cannot be isolated from other patrons, treated less favorably than other patrons, or charged fees that are not charged to other patrons without animals. In addition, if a business requires a deposit or fee to be paid by patrons with pets, it must waive the charge for service animals.
- If a business such as a hotel normally charges guests for damage that they cause, a customer with a disability may also be charged for damage caused by himself or his service animal.
- Staff are not required to provide care or food for a service animal.