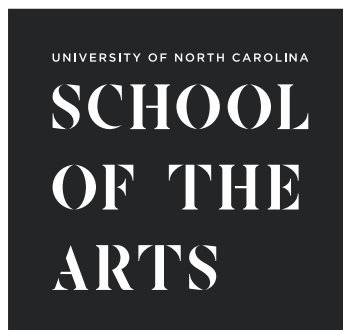


UNIVERSITY OF NORTH CAROLINA SCHOOL OF THE ARTS



Faculty & Staff Guide

Teaching Students With Disabilities at the Post-secondary Level

Handbook on Accessibility Resources

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Introduction

Welcome to the *Faculty and Staff Guide for Teaching Students with Disabilities at the Post-secondary Level*. This handbook is designed as a resource for faculty as they prepare to teach students with disabilities. This handbook is also a practical guide regarding the process for disclosing, requesting, and receiving accommodations at the post-secondary level. This handbook includes information on the high school referral process, laws and regulations guiding disability-related services, accommodations in the academic and living environment on campus, and the role and responsibilities of students with disabilities particularly as they transition to higher education. Each section is designed to help faculty and staff quickly find the answers to their questions.

Additionally, this handbook provides helpful information when working with students who may be diagnosed with the following disability-related conditions: a Learning Disability (LD), Attention Deficit Hyperactivity Disorder (ADHD), Psychiatric/Psychological/Emotional Impairment, Deafness and Hard of Hearing, Blindness or Low Vision. Please contact the Coordinator of Learning Resources for information on specific disabilities not included within this handbook.

Mission

The primary mission in providing Accessibility Resources on campus is to assist students, faculty and staff in the provision of access to all programs and services for students with disabilities who qualify for admissions at UNCSCA. While our commitment is to assist the campus community in providing equal access and educational opportunities as required by ADA and Section 504 of the Rehabilitation Act, UNCSCA strives to promote a welcoming and inclusive academic, art, physical, and social environment for all enrolled students with disabilities.

Contact Information

Jorja Waybrant

Coordinator - Learning Resources

ADA Coordinator

Location: Teaching & Learning Center

2nd Floor, Library Annex

Phone: 336-726-6963

Fax: 336-726-6964

Email: waybrantj@uncsa.edu

Email: LearningResources@uncsa.edu

Policy of Non-Discrimination

The Americans with Disabilities Act (ADA) provides civil rights protection based on a disability that is similar to the protections based on race, sex, national origin, religion, veteran status and other areas. The ADA guarantees equal opportunity in employment, education, public accommodations, transportation, state and local government services, and telecommunications.

In addition, Section 504 of the 1973 Rehabilitation Act states: “*No otherwise qualified individual with a disability in the United States . . . shall solely by reason of his/her disability, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance.*”

Our policy at The University of North Carolina School of the Arts (UNCSA) is consistent with the ADA and Section 504 of the Rehabilitation Act. UNCSA is open and accessible to students with disabilities. We are committed to providing access to our programs and services to enable qualified students to accomplish their educational goals as well as assuring an equal opportunity to derive all of the benefits of campus life.

Legislation Guiding Disability-related Services in Post-secondary Ed

There are two legal mandates guiding services to students with disabilities enrolled in college/university settings:

- Americans with Disabilities Act (ADA; ADAAA)
- Section 504 of the Rehabilitation Act of 1973

Americans with Disabilities Act (ADA; ADAAA)

Title II of the Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that applies to all services, programs, and activities offered by public entities. ADA prohibits discrimination on the basis of a disability and requires state and local governments to provide qualified individuals with disabilities equal access to their programs, services, and activities. ADA strengthens Section 504 by extending coverage to all organizations not previously covered.

While ADA prohibits discrimination on the basis of a disability, it does not release students with a disability from meeting the same essential qualifications for admissions to a program, course, or degree. Each school should publish a list of qualifications deemed essential for admission and success in their program.

Section 504 of the Rehabilitation Act 1973

Section 504 states: “*No otherwise qualified individual with a disability in the United States . . . shall solely by reason of his/her disability, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance.*”

The Rehabilitation Act prohibits discrimination on the basis of a disability. The Section 504 mandate has promoted the development of disability-related services in educational settings. While colleges and universities are not required to provide special educational programming for students with disabilities, they are required *to make appropriate academic accommodations and reasonable modifications to policies and practices to allow the participation of students with disabilities in the same program and activities available to non-disabled students.*

Although colleges and universities must assure that students with disabilities have the same opportunities as all qualified students to be successful on the basis of their intellectual abilities and academic achievements, post-secondary institutions are under no obligation to guarantee the success of students with disabilities in higher education. Student with disabilities at the post-secondary level must be proactive in disclosing their disability, self-advocating for their needs, and reaching out for the services provided.

The Rights and Responsibilities of Students with Disabilities

Rights of Students with Disabilities enrolled at the post-secondary level:

- Equal access to courses, programs, services and activities
- Provision of "reasonable" accommodations
- Right to file a grievance/complaint

Responsibilities of Students with Disabilities enrolled at the post-secondary level:

- Meet essential qualifications for admissions, course, program, and/or degree
- Fulfill all course/program/degree requirements
- Follow established institutional procedures to disclose, request and receive disability-related accommodations
- Submit disability documentation that meets the university's guidelines
- Register for Accessibility Resources
- Request accommodations each term in a timely manner by completing a *Request for Accommodation* form, and meet with the Coordinator of Learning Resources to obtain an accommodation letter for the semester
- Meet with instructors to deliver accommodation letter and discuss implementation of eligible and approved accommodations
- Use campus resources
- Self-advocate for your needs

Rights of the University of North Carolina School of the Arts:

- Identify and establish core competencies and technical standards for courses, programs, and degree
- Determine eligibility, admission, and continuing ability to matriculate as a qualified student
- Request and receive documentation based on university documentation guidelines
- Determine whether a student is otherwise qualified for participation in a program or service, and if so, whether a reasonable accommodation is possible

Responsibilities of the University of North Carolina School of the Arts:

- Provide access to all programs and services to students with disabilities who meet the essential eligibility requirements for admission
- Provide reasonable academic adjustments which do not alter essential requirements of a course, program, or degree
- Provide notice of available services, and information of office location and procedures for requesting disability-related accommodations and services
- Accept and evaluate verifying documentation of a disability
- Determine whether a student is otherwise qualified for participation in a program or service, and if so, whether a reasonable accommodation is possible
- Provide reasonable accommodations for students who meet the above qualifying criteria
- Assure that off-campus and contracted program facilities also comply with Section 504 (subpart E) and ADA
- Inform students of their rights and responsibilities
- Ensure that all disability-related information will be maintained and used in accordance with applicable confidentiality requirements
- Protect a student's right to privacy and confidentiality

The University of North Carolina School of the Arts is NOT required to:

- Identify a student with disability at the post-secondary level
- Conduct disability testing for students at the post-secondary level
- Provide personal attendants for students enrolled at the post-secondary level
- Provide personal devices for students enrolled at the post-secondary level
- Provide personal or private tutors for students enrolled at the post-secondary level
- Provide academic coaching for students enrolled at the post-secondary level
- Prepare IEP's or 504 Plans for students enrolled at the post-secondary level
- Reduce, lower, or waive essential requirements of a course/program/degree

UNCSA High School Accommodation Request Process

UNCSA High School Program meets its obligations to students with disabilities in three ways:

1. Interventions that specify best teaching practices.
2. Accommodations/modifications that specify adjustments to the learning environment as a means for a student with a disability to access the regular educational program.
3. Development of *Section 504 Classroom & Instructional Accommodations*, or, if necessary, an *Individual Education Plan (IEP)*, that specifies interventions, accommodations, modifications, and specially designed instruction as needed.

All qualified students with disabilities enrolled in the UNCSA High School Academic Program who are eligible to receive special education and related services through an Individualized Education Program (IEP) are:

- provided access to all programs and activities.
- provided an appropriate and full educational opportunity.
- provided a free appropriate public education (FAPE) that emphasizes special education and related services designed to meet their unique needs.
- served in the least restrictive environment, to the maximum extent possible and demonstrate academic success.

A student newly enrolled or transferring to the UNCSA High School Academic Program who has documentation of a disability eligible under IDEA or has an IEP or 504 Plan from his/her previous Local Educational Agency (LEA), may submit information to:

Learning Resources
UNCSA
1533 South Main Street
Winston-Salem, NC 27009
Phone: 336-726-6963
Fax: 336-726-6964
Email: LearningResources@uncsa.edu

A student newly enrolled or transferring to the UNCSA High School Academic Program who does not have a copy of his/her documentation, IEP or 504 Plan, may inform the Coordinator of Learning Resources at UNCSA, in writing, that he/she was formerly served as a student with a disability and identify the “comparable” services provided by the previous LEA. A representative of UNCSA will then contact the previous LEA and obtain a copy of the student’s disability-related records. Once documentation is received and reviewed, the student and their parent/guardian will be contacted and an IEP or 504 conference will be arranged.

Additionally, either a parent/guardian or representative of the UNCSA High School Academic Program may initiate a request for intervention or a request for an initial evaluation to determine if a current student has a disability. This request may be verbal, however it is best to put it in writing. Such requests should be directed to the Coordinator of Learning Resources at UNCSA.

Undergraduate and Graduate Accommodation Request Process

The Coordinator of Learning Resources is the contact for all questions regarding Accessibility Resources and/or disability-related services. Students who request accommodations or disclose a disability directly to their faculty should be referred to the Coordinator of Learning Resources.

Undergraduate/Graduate students who wish to request disability-related accommodations in either the academic or living environment on campus are required to submit documentation to the Coordinator of Learning Resources. The following information provides a brief synopsis of the process for disclosing, requesting, and receiving accommodations at UNCSA:

1. Student must have a physical or mental impairment that significantly impacts a major life activity.
2. Student must submit documentation of their disability to Learning Resources.
3. Documentation must meet the university's general documentation guidelines located at <https://www.uncsa.edu/mya/docs/General%20Documentation%20Guidelines.pdf>. Students diagnosed with a Learning Disability must submit documentation that meets the university's documentation guidelines for a learning disability located at https://www.uncsa.edu/mya/docs/LD_Documentation_Requirements.pdf.
4. Student **MUST** meet with the Coordinator of Learning Resources to discuss accommodations, review submitted information, complete a *Request for Accommodation* form, and acquire the accommodation letter to be signed by faculty.
5. Student must register for Accessibility Resources.
6. All information submitted to Learning Resources and related to a disability-related request is confidential. Office personnel do not discuss disability-related information or accommodation needs without the student's expressed, written permission using the Family Educational Rights and Privacy Act (FERPA) form, which is available upon request.
7. Students are encouraged to report back to the Coordinator of Learning Resources to assess the progress of their studies and to gauge the effectiveness of accommodations.
8. Steps 4-7 **MUST** be repeated **EACH SEMESTER**.

Please Note: The Coordinator of Learning Resources welcomes faculty and staff insights and dialogue about student difficulties; however, until a student has signed a FERPA release, all information must remain confidential. See the section on FERPA rights for more details.

Confidentiality and Release of Information by the Student

Through Accessibility Resources, UNCSA is committed to ensuring that all information regarding a student, including information obtained in diagnostic and medical reports, is maintained as required by law and confidentiality requirements.

All information related to a student's disability, including reports from medical doctors and psychologists should be forwarded to: Learning Resources, UNC School of the Arts, 1533 S. Main Street, Winston-Salem, NC 27127, Telephone: 336-726-6963, Fax: 336-726-6964.

Family Educational Rights and Privacy Act (FERPA)

The Family Educational Rights and Privacy Act (FERPA) is a Federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education.

FERPA gives parents certain rights with respect to their children's education records. These rights transfer to the student when he or she reaches the age of 18 or attends a school beyond the high school level. Students to whom the rights have transferred are "eligible students."

Schools may disclose, without consent, "directory" information such as a student's name, address, telephone number, date and place of birth, honors and awards, and dates of attendance. However, schools must tell parents and eligible students about directory information and allow parents and eligible students a reasonable amount of time to request that the school not disclose directory information about them. Schools must notify parents and eligible students annually of their rights under FERPA. The actual means of notification (special letter, inclusion in a bulletin, student handbook, or newspaper article) is left to the discretion of each school. **Disability information is never a part of any directory information released.**

In order for the Coordinator of Learning Resources to discuss student information with staff, faculty members or parents, a registered student must present a FERPA waiver or a release signed by the student. The student must name the parties to whom the information may be released. A FERPA form or the release section of the student's Request for Accommodation form may be used for such purposes. Each semester, undergraduate and graduate students are to complete a new *Request for Accommodation* form; therefore, at the end of each term the faculty's authorization to discuss the student's accommodations and disability is terminated. A new release/waiver must be in place before discussions may resume for the current semester.

- Discussing student information with staff, faculty members, and other parties is prohibited without the written consent of the student.
- Once a waiver/release is signed, the Coordinator of Learning Resources may discuss specific student concerns and accommodations with the parties named in the waiver/release.
- Faculty members who collaborate on grades and juries may share information on a need to know basis.

Accommodating Students with Disabilities at the Postsecondary Level

Requests for disability-related accommodations must be authorized through the office of Learning Resources. Additionally, students must be registered for Accessibility Resources. Accommodations for students with disabilities vary and are determined by an individual's functional limitations and how the disability impacts the individual in the academic or living environment for which accommodations are requested. Faculty who have questions about requested accommodations and how to implement them in the classroom are welcome to call the office of Learning Resources for assistance or information.

Faculty are encouraged to include a statement in their syllabus regarding accommodations for students with disabilities. The following syllabus statement is provided as a sample for faculty use:

Sample Syllabus Statement

If you are a student with a disability and anticipate the need for an accommodation in order to participate in this course, you must submit supporting documentation to the office of Learning Resources located in the Teaching & Learning Center – 2nd Floor, Library Annex. Phone: 336-726-6963. Email: learningresources@uncsa.edu. For more information on UNCSA's process for serving students with disabilities, visit [Accessibility Resources](#).

Once a student submits documentation of their disability to the office of Learning Resources and is approved for eligible accommodations he/she may register for Accessibility Resources in order to request accommodation. To do so, the student is required to attend an intake session. During this session, the student will learn the process for disclosing, requesting and receiving accommodations at UNCSA.

Once a student has submitted documentation to the office of Learning Resources, has attended the intake session and has been approved for an accommodation request, the student is instructed to meet with each of their faculty to provide a copy of the accommodation letter and to discuss their requested accommodations and how they will be implemented in the classroom. Students with accommodation requests are to provide sufficient time to implement the accommodation. Accommodations are not provided retroactively.

The student's accommodation letter will state that their disability documentation has been reviewed, approved, and note that the student is eligible for X, Y, or Z as an accommodation. The letter will **not** disclose the student's disability diagnosis. This information is confidential and the student is **not** required to provide their diagnosis to their faculty. It is up to the student to choose whether or not he/she wants/needs to disclose this information to faculty.

Please note that disability-related information is to be kept confidential at all times. The student with a disability should be provided the same anonymity as other students with personal information (i.e., avoid pointing out the student or their accommodations to the rest of the class). Failure to do so is a violation of ADA and may result in litigation.

While colleges and universities are required by federal law to ensure program access by providing reasonable and appropriate accommodations, fundamental alterations to the essential characteristics of a curriculum are not required. If a faculty member believes an accommodation listed in a student's accommodation letter would change the fundamental nature of a course or program, he/she should contact the office of Learning Resources immediately.

Common accommodations include, but are not limited to:

- Extended time for tests
- Reduced distraction environment for testing
- Use of a computer for in-class assignments or testing
- Scribe
- Reader
- Note taker
- Permission to tape recording class lectures
- Books and materials in alternative format
- Materials in an enlarged print

Alternative Format

Some students may be eligible for books/text and other materials in an alternative format. All requests for books and printed material in an alternative format must be made direct to the office of Learning Resources by the student. It takes a considerable amount of time to obtain and convert materials into an alternative format. To assist staff in the office of Learning Resources in a timely manner for obtaining Alt Formats, it is important that textbook orders be submitted to the UNCOSA bookstore on or before the bookstore deadline. In addition, a syllabus for the course may also be requested to facilitate obtaining and converting materials into an alternative format.

Testing accommodations

Extended time (ET) for tests is one of the most frequently requested accommodations on campus, as well as testing in a reduced-distraction (RD) environment. Other testing accommodations may include use of a computer, scribe, reader, or other assistive technology. Students who are eligible for test accommodations may take their exams in the classroom; however, if faculty are unable to provide the requested accommodations then staff in the office of Learning Resources will be of service to proctor the exam. The Office of Learning Resources offers University Testing Services for all students, faculty and staff on campus. If faculty should need assistance in the provision of any classroom or testing accommodations please do not hesitate to contact the Office of Learning Resources via email at waybrantj@uncsa.edu or by phone at 336-726-6963.

Accommodation requests related to class attendance

Upon request and supporting documentation from the student, staff from the office of Learning Resources may issue a written letter notifying faculty that the student has a disability which has the potential to impact attendance. Such notification is based upon medical and/or psychological documentation from an appropriate professional.

Decisions regarding class attendance or a time-in-seat policy for a course is determined by faculty at the university, departmental or individual level. In some cases, attendance is fundamental to course objectives; for example, students may be required to interact with others in the class, to demonstrate the ability to think and argue critically, or to participate in group projects. In other instances, faculty may determine that mastery of course content may be achieved despite some or many absences.

The following are some questions to consider in determining whether attendance is an essential part of a course and thus not open to accommodation:

- Is there classroom interaction between the instructor and student and among the students?
- Do student contributions constitute a significant component of the learning process?
- Does the fundamental nature of the course rely on student participation as an essential method for learning?
- To what degree does a student's failure to attend constitute a significant loss to the educational experience of other students in the class?

The written letter of notification is to be used by the student to initiate discussion with his/her professors about the way their disability-related condition may impact their ability to attend classes. This conversation by the student should take place at the start of a semester or immediately after a diagnosis is verified. Specifics related to the classroom attendance policy, procedures for notifying faculty about absences, as well as policies and procedures regarding any missed work should be discussed in advance. Determination will be made by faculty as to how the individual's academic or artistic progress may be affected by absences within a particular course or field of study. If approved, students are responsible for reporting absences directly to their faculty in accordance with each individual faculty member.

Teaching Students with a Disability

There are a number of instructional methods that can be employed in the classroom to create a more accessible course to assist students with disabilities as well as all students in the class. The following strategies are offered as a tip to level the playing field and to make your course more accessible:

Course Structure

A syllabus with detailed expectations for the course, including due dates for reading assignments, homework assignments, projects, and tests will help students understand the organizational structure of the course as well as provide a base for students to develop successful time management skills.

Provide students with frequent opportunities for feedback particular with regard to assignments and tests. This opportunity is valuable to students when learning new information.

Multi-Modality Instruction

Offer a variety of instructional modalities that incorporate audio, visual, and hands-on interaction to enhance learning for students with disabilities. Despite any deficits in learning, a multi-modality approach to instruction assists students in finding a method that is consistent with their learning strength.

Study Aids

Offer study questions, study guides, opportunities for questions and answers, as well as review sessions before tests/exams to help students who need frequent repetition of the material.

Examinations, Tests and Quizzes

After a test has been completed and graded, make the exam, test or quiz results available for review. Students can use the results to diagnostically review what they did well on the test and where they went wrong to aide when taking future tests/quizzes for the course.

Classroom Behavior

It is important to remember that all students at the University of North Carolina School of the Arts are held to the Student Code of Conduct, regardless of a disability condition. If a student's behavior creates a classroom climate that is threatening or disruptive to the learning process faculty may wish to contact the Dean of Students Office for assistance/questions.

Teaching Students with a Learning Disability

Each individual with a learning disability has his or her own unique set of characteristics; the manner in which the condition impacts one individual is not necessarily like that of another. For example, there could be a hundred students in the room with a diagnosis of a Learning Disability and each individual and their condition would present differently.

A learning disability affects the manner in which individuals take in, retain, and express information. It is neither an intellectual impairment nor an emotional disorder. Learning disabilities are specific to the area they impact and are intrinsic to the individual. A learning disability cannot be remediated and will carry across ones lifetime.

Although a student with a learning disability may have a deficit in one or more areas of learning, they may also have considerable strengths in other areas. Areas of possible strengths and weaknesses for students with learning disabilities:

Reading	Writing
Math	Speech
Listening	Memory
Attention	Cognition
Metacognition	Perception
Social-Emotional Skills	Motor Skills and Coordination

Students who Experience Difficulty with Reading

Reading problems are one of the most prominent issues with regard to learning disabilities. A visual impairment can impact reading, and a close link is often found between reading deficits and Attention Deficit Hyperactivity Disorder (ADHD). Instruction/interventions do not prevent reading disabilities; however, they can provide support.

Areas of impact for reading:

- Phonemic awareness
- Decoding
- Fluency
- Comprehension
- Vocabulary development
- Slow reading rate and /or difficulty in modifying reading rate in accordance with material's level of difficulty
- Uneven comprehension and retention of material read
- Difficulty identifying important points and themes
- Incomplete mastery of phonics, confusion of similar words, and difficulty integrating new vocabulary
- Skips words or lines of printed material
- Difficulty reading for long periods of time

Students with reading impairments often qualify for books/text in an alternative format. These students may also require the use of computer-based software in order to read the electronic formats and provide the information in an auditory manner. Staff in the office of Learning Resources will assist faculty in scanning and reformatting materials. Conversion to electronic formats is a timely process so please provide your materials as soon as possible. Also, please feel free to contact the office for any questions or assistance you may require.

Students who Experience Difficulty with Written Expression

Writing is a complex and sophisticated communication skill. In order to write, an individual must be able to read. If a student struggles with reading, writing may also be affected. Some students possess fine motor skill deficits, which make penmanship difficult as well. Some students may have “gaps” in their writing skills, which are a direct result of not learning the fundamentals needed for mastery.

Writing requires three major skills areas:

- handwriting
- spelling
- composition

Problems may appear through:

- Poor penmanship (e.g., poorly formed letters, incorrect use of capitalization, trouble with spacing, and overly large handwriting)
- Grammatical inaccuracies
- Poor organization
- Difficulty planning a topic and organizing thoughts on paper
- Difficulty with sentence structure (e.g., incomplete sentences, run-ons, poor use of grammar, and missing inflectional endings)
- Frequent spelling errors (e.g., omissions, substitutions, transpositions), especially in specialized and foreign vocabulary
- Difficulty effectively proofreading written work and making revisions
- Compositions are often limited in length
- Slow written production
- Inability to copy correctly from a book or the blackboard

Deficits in written expression can be assessed by taking multiple writing samples over time and analyzing for content and errors. Journal writings are a great place to assess written expression. With journal writing a student can write what they think or respond to a cue/prompt; and it requires little analysis on the end of the student. What will stand out with journal writing is word usage, sentence structure, paragraph structure, development and sequencing of ideas, and basic fundamental writing techniques like formatting and grammar.

Students who Experience Difficulty with Oral Language Skills

Deficits in oral language skills include areas of speech and communication. It also includes receptive language (language we hear) as well as expressive language (language we may express verbally). Deficits may be pronounced in the area of speech or may be present in the comprehension and processing of auditory language.

Areas of impact:

- Difficulty orally expressing concepts they seem to understand
- Difficulty speaking grammatically correct English
- Difficulty following or having a conversation about an unfamiliar idea
- Difficulty telling a story in the proper sequence
- Difficulty following oral or written directions
- Inability to concentrate on and to comprehend spoken language when it is presented rapidly

It is not unusual to find an individual who excels in writing but has deficits in speaking, or may excel in speech and then present with deficits in writing. Also, an individual with an oral language deficit, such as auditory processing disorder, may have difficulty processing and retaining information that is presented to them in an oral format. Providing instruction in multiple modalities will allow students the opportunity to gain information based on their learning strength.

Students Who Experience a Math Disability

Areas of impact:

- Incomplete mastery of basic facts (e.g. mathematical tables)
- Reverses numbers (e.g., 123 to 321 or 231)
- Confused operational symbols, especially + and x.
- Copies problems incorrectly from one line to another
- Difficulty recalling the sequence of operational concepts
- Difficulty understanding key concepts and applications to aid problem solving

When teaching mathematical concepts it is helpful if you can break information into chunks for learning.

Teaching Students with Attention Deficit Hyperactivity Disorders (ADHD)

Students with ADHD may have difficulty with concentration, distractibility, organization, task-completion, and sedentary tasks such as reading and/or planning. Some students with ADHD are prescribed medication for their condition. Attention Deficit Hyperactivity Disorder (ADHD) is often characterized by a persistent pattern of inattention and/or hyperactivity that is more frequent and severe than is typically observed in individuals at a comparable level of development.

Areas of Impact:

Organizational and Study Skills

- Difficulty with organization skills
- Poor Time management skills
- Slow to start and complete tasks
- Repeated inability, on a day-to-day basis, to recall what has been taught
- Lack of overall organization in taking notes
- Difficulty interpreting charts and graphs
- Inefficient use of library and reference materials
- Difficulty preparing for and taking tests

Attention and Concentration

- Difficulty focusing and sustaining attention on academic tasks
- Fluctuating attention span during lectures
- Easily distracted by outside stimuli
- Difficulty juggling multiple tasks
- Hyperactivity and excessive movements may accompany the inability to focus attention

Accommodating Student with ADHD:

Accommodations for students with ADHD vary, determined by the severity (as identified by the student's documentation), the individual's coping strategies, the manner in which course material is presented and/or assessed, and how the course is assessed.

Accommodations are determined on individualized basis according to the student's functional limitations due to a disability and how they may impact the individual in the environment for which accommodations are requested: Academic accommodations may include, but are not limited to the following:

- Extended time for tests and in-class assignments
- Reduced distraction area for testing
- Note taker
- Tape recorder

Teaching Students with a Psychiatric/Psychological/Emotional Disability

Students diagnosed with psychiatric/psychological/emotional disabilities generally have a persistent impairment that adversely affects their educational access, their academic performance, and/or daily functioning. These students may also be prescribed medication, further impacting learning within an academic and art environment.

Psychiatric/psychological/emotional impairments include, but are not limited to: depression, bipolar, anxiety, and schizophrenia. In most situations, a faculty member will not be aware that a student in the class has a psychiatric/psychological/emotional impairment. Because students do not show any outward sign of the impairment it does not mean their impairment is any less disabling than a more visible disability.

Many of these students are fearful of facing stigmatization because of their diagnosis. Some students diagnosed with a psychiatric/psychological/emotional disability may not need or request accommodations, while others will require a variety of supports and services, including accommodations. For some, the impairment is chronic and episodic in nature and requires accommodations only when the individual is experiencing symptoms during a psychiatric episode. Either way, the student should provide faculty with an accommodation letter from the office of Learning Resources and discuss their accommodation needs and how they will be implemented in the classroom.

Make-up Work

When students are experiencing a serious episode, he/she may miss class, assignments, and examinations. In these instances, please refer the student to the office of Learning Resources and staff will assist the student in obtaining appropriate documentation of their condition. The Coordinator of Learning Resources will also work collaboratively with faculty, deans, and other necessary personnel to determine reasonable accommodations.

Counseling and Other Support Services

We believe that students should feel comfortable seeking help when needed. Arts and Academic classes are of the foremost importance to our students and so is their mental and physical health. Our primary objective is to enhance the students' pursuit of their goals, but occasionally, these pursuits conflict. Counseling staff will try conscientiously to avoid scheduling students during their class or rehearsal time; please understand that scheduling conflicts may be necessary for timely care to be provided.

Students may not schedule counseling or support appointments deliberately for the sake of avoiding class or rehearsal. Any necessary scheduling conflicts should be a minor occurrence, not a frequent one. If a student must make a future appointment for mental or physical care, and ample time exists for the faculty member to be informed, students will be provided with a note indicating their appointment time that may be shown to faculty. Counselors may not confirm nor deny that a student is scheduled with the Counseling Center or has been seen without the expressed written permission from the student. Exceptions to this level of confidentiality would include, but not be limited to, situations where the student's health and safety are compromised

or that of the UNCOSA community. During such events, specific information will be shared with those individuals for whom it has been determined have a need to know.

Accommodations

Colleges and universities are required by federal law to ensure program access by providing reasonable and appropriate accommodations. If a faculty member believes an accommodation listed in a student's accommodation letter would change the fundamental nature of the course or program, he or she should contact the office of Learning Resources immediately.

Accommodations for students with psychiatric/psychological/emotional impairments vary and are determined by the specific impairment as identified in the student's documentation, symptoms and/or side effects from medications.

Common accommodations include, but are not limited to:

- Extended time for tests and in-class examinations
- Reduced distraction area for testing
- Note taker
- Extensions for Assignments (decision made on an assignment-by-assignment basis in consultation with the student's faculty member)
- Rescheduled Examinations (decision made on an examination-by-examination basis in consultation with the student's faculty member)

Welcoming and Supportive Environment

Many students with psychiatric disabilities fear stigmatization because of their impairment. If a student shares his or her impairment with an instructor, please be supportive and keep information confidential.

Behavior

Students with psychiatric impairments must follow the same behavior requirements as all students enrolled at UNCOSA.

Confidentiality

Allow the student the same anonymity as other students (i.e., avoid pointing out the student or the alternative arrangements to the rest of the class). Failure to do so is a violation of ADA and may result in litigation.

Teaching Students who are Deaf or diagnosed with a Hearing Impairment

Individuals who are Deaf constitute a distinct linguistic and cultural minority. Members of this cultural group use American Sign Language as their first language. Therefore, members of this cultural group are bilingual and use English as their second language. As with any cultural group, people who are deaf have their own values, social norms, and traditions. Please be sensitive and attentive to cross-cultural information in the mainstreamed classroom setting. Students who are culturally deaf may use American Sign Language interpreters or Realtime Captioning/CART in the classroom setting to gain access to the instruction.

Individuals with a hearing impairment may use speech, lip reading, and hearing aids to enhance oral communication. Hearing aids or amplification systems may include public or personal address systems and transmitter/receiver systems with a clip-on microphone for the instructor. For those who use lip reading, only 30–40% of spoken English is comprehensible even for those who are highly skilled.

For individuals who are Deaf or have a severe hearing impairment and choose to speak, feedback mechanisms are limited; therefore vocal control, volume, and articulation may be affected. Secondary effects are physical and should not be viewed as mental or intellectual weaknesses.

Indications that a student has a hearing loss may include a student straining to hear, use of loud or distorted speech, and consistent failure to respond. A variety of services are available to students who are deaf or have a hearing impairment.

Tips for Working with Students who are Deaf or diagnosed with a Hearing Impairment:

- Audio video materials may need to be captioned.
- Student will benefit from front row seating. An unobstructed line of vision is necessary for students who use interpreters and for those who rely on lip reading and visual cues. If an interpreter is used, the student's view should include the interpreter and instructor.
- Keep your face within view of the student and speak in a natural tone. Avoid turning your back to the student and speaking while writing on the board.
- When using an interpreter, speak directly to the student and not to the interpreter.
- Recognize the processing time that the interpreter takes to translate a message from its original language (whether English to American Sign Language or vice versa) because this will cause a delay in the student's receiving information, asking questions and/or offering comments.
- Repeat questions and remarks of other students in the room.
- Use visual aids and the chalkboard to reinforce spoken presentations when possible.
- If requested, assist the student with identifying a note-taker.
- When possible, provide the student with class outlines, lecture notes, lists of new technical terms and printed transcripts of audio-visual materials.
- Do not hesitate to communicate with the student in writing when conveying important information such as assignments, scheduling, deadlines, etc.
- Try to keep background noise to a minimum. The classroom door may need to be closed.
- Do not single this student out and call attention to a disability.

Teaching Students who are Blind or with a Visual Impairment

Visual impairments vary greatly. A person is considered legally blind when visual acuity is 20/200 or less in the better eye with the use of corrective lenses. Many people who are legally blind may have visual memory deficits. Strength depends on the age when vision was lost.

Common accommodations include, but are not limited to:

- Alternative print formats (Braille, audio tape, large print or electronic text)
- Magnification devices (CCTV's and hand-held magnifiers)
- Materials in enlarged print (16 pt font or larger)
- Bright incandescent lighting
- Tactile cues on materials and equipment
- Adaptive computer equipment
- Screen Reader software
- Magnification software (Zoomtext, or others)
- Readers for exams
- Print scanners
- Early syllabus
- Taped lectures
- Lab assistants
- Copies of notes and overheads
- Extended time for tests and in-class examinations
- Use of a computer for in-class assignments and tests
- Books and other printed material in alternative formats

Before or Early in the Semester

- Allow the student and/or learning specialist access to reading lists or syllabi in advance. This allows the student to order the texts and materials in an alternate format.
- Reserve front seats for low vision students. If a guide dog is used, it will be highly disciplined and require little space.

During the Semester

- Face the class when speaking. Keep classroom doors completely closed or opened to help the blind students avoid collision.
- Convey in spoken words whatever you put on the chalkboard and whatever other visual cues or graphic materials you may use.
- Use white chalk on the chalkboard. Also clean chalkboards are easier for students to read.
- Permit lectures to be taped and/or provide copies of lecture notes, where appropriate.
- Provide copies of classroom materials to support staff to have them enlarged or Brailled, if necessary.
- Be flexible with assignment deadlines.
- Plan field trips and special projects well in advance and alert the staff to whatever adaptations may be needed.
- If a specific task is impossible for the student to carry out, consider an alternative assignment.

Examinations and Evaluations

- Students should not be exempt from examinations or be expected to master less content or a lower level of scholastic skills because of a visual impairment. Alternative means of assessing their course achievements may be necessary. The students themselves, because of their experience in previous learning situations may offer suggestions on testing and evaluation strategies. The most expedient devices are alternative examinations (oral, large-print Braille, or taped), the extension of time for exams, and the use of such aids as print enlargers, specialized computer programs or tape recorders.
- Other adaptations suited to specific instructional situations, such as tactile materials in presenting diagrams or illustrations in certain subjects, may be helpful.

Teaching Students with Autism Spectrum Disorder (ASD)

Autism Spectrum Disorder (ASD) refers to a range of communication-based impairments that affect social interaction, behavior patterns and interests, and non-verbal communication. ASD includes Asperger's Syndrome – a distinct diagnosis noted in the DSM-IV, which is a high functioning strand of ASD increasingly identified on college campuses. The more recent edition *DSM-V* collapses both diagnosis together as one and notes “Autism spectrum disorder is characterized by persistent deficits in social communication and social interaction across multiple contexts, including deficits in social reciprocity, nonverbal communicative behaviors used for social interaction, and skills in developing, maintaining, and understanding relationships” (31).

Students with ASD/Asperger's may have difficulty with social communication, making eye contact, interacting with peers, reading social cues, and communicating with the instructor or others. They may have a perseverative interest in one topic of the class, and ask questions that seem repetitive or oblivious to the flow of classroom discussion. They may also blurt out answers or remarks without being called upon. A student with ASD may be unaware of the social protocols of the classroom; for instance he/she may rise from his/her seat during lectures, or seek excessive feedback from the instructor. As a result, if an instructor provides facial cues indicating dissatisfaction of the displayed behavior a student with ASD may have difficulty reading the cue.

On a spectrum, individuals with ASD may display anywhere from mild, to moderate, to severe levels of a particular characteristic commonly found among those diagnosed with Asperger's/ASD. It is important to note that you can have a hundred students in the classroom, all diagnosed with Asperger's/ASD, and no two will be alike. These students are as individual and unique as you and me.

Some of the best practices for accommodating students with ASD include:

- Approach the student after class. Be straightforward and note any behavior of concern.
- Let the student know what you expect. Be clear in your description and directions.
- If possible follow-up in a written form, such as an email detailing your discussion.
- Also, ask the student if they are working with staff through the office of Learning Resources. They may already have submitted their documentation and received an accommodation letter; if so, they will have an accommodation letter to provide to you.
- Equal access is the basis of all accommodations. When it comes to learning, students themselves may be their own best advocates. Discuss with the students what his/her particular needs are for your course and how they best learn. Students know what modifications or adjustments have allowed them to come as far as the college classroom, although communicating their needs may be difficult.

If you need assistance or have questions in how to best work with a student with ASD, please contact staff with the office of Learning Resources. Office staff have experience in working with students with ASD, they are available to share resources, consult by phone, or meet with you in your office.

The information Teaching Students with ASD on the above pages is offered courtesy of Montana State University – Office of Disability Services

Resources to help when working with students with Autism/Asperger's

Video –

Understanding Asperger's Syndrome – a Professor's Guide

<http://www.researchautism.org/resources/AspergerDVDSeries.asp>

(Note: once you have accessed the above link, scroll down the page and click on the link to the video. It is about 12 minutes in length.

Online resources -

Autism Society of North Carolina

<http://www.autismsociety-nc.org/>

Organization for Autism Research - Guidelines for College Success

<http://www.researchautism.org/resources/GuidelinesforCollegeSuccess.asp>

Preparing for College: Tips for Students with HFA/Asperger's Syndrome * NEW *: Gladys Williams and Ann Palmer

<http://teacch.com/educational-approaches/preparing-for-college-tips-for-students-with-hfa-aspergers-syndrome-new-gladys-williams-and-ann-palmer>

Structured Teaching: TEACCH Staff

<http://teacch.com/educational-approaches/structured-teaching-teacch-staff>

TEACCH – UNC School of Medicine

<http://teacch.com/>

Tips for Teaching High Functioning People with Autism

<http://www.aspergersyndrome.org/Articles/Tips-for-Teaching-High-Functioning-People-with-Aut.aspx>

Students with Temporary Impairments

A temporary impairment is not a disability and is not covered by the ADA and/or Rehabilitation Act; however, UNCSA is committed to providing assistance to these students in both the academic and living environment on campus. A temporary impairment typically occurs for a relatively short period of time, but can impact the student's ability to function in his or her usual manner. These conditions can include fractures, severe sprains, infections and other non-permanent conditions.

Assistance

Assistance for these situations is dependent on the impact the temporary condition has on the student's required academic activities. For information regarding temporary impairments *that require classroom adjustments*, the student should contact staff with the office of Learning Resources. The student must have a statement from his/her treating physician. The statement must:

- be on letterhead and signed by the physician
- contain a brief description of the condition with diagnosis and limitation of activities
- state the length of time the student will need classroom adjustments
- address the maximum distance the student can walk
- address the student's ability to negotiate stairs, campus walkways, and buildings

UNCSA is not required to provide personal assistance such as transportation for students with disabilities or for students with temporary impairments. For information regarding temporary impairments **that require special parking on campus or accessible transportation**, the student should contact Campus Police at 336-770-3321. The student may also contact staff with the office of Learning Resources for a list of transportation providers in the Winston-Salem area that may be able to assist for a fee.

Please Note: Special Parking *does not* allow students to park in spaces designated as Handicap Parking. Students will be subject to the same rules and fines as others if students are found parking in these spaces. If a student feels he/she requires handicap parking status he/she should contact the State of North Carolina's Division of Motor Vehicles (DMV). The DMV handicap permit holders are the only ones authorized to issue Handicap parking rights. For additional information please contact Campus Police at 336-770-3321.

Frequently Asked Questions (FAQs)

Q: What is the office Learning Resources and the disability-related services provided on campus?

A: The office of Learning Resources provides an array of services and supports to all students on campus, with or without a disability. One of the available services and supports specific to students with disabilities is *Accessibility Resources*. Staff in the office of Learning Resources will coordinate and ensure appropriate services and accommodations for students with disabilities, who are registered for Accessibility Resources, as mandated by the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973. The office of Learning Resources also provides assistance to faculty and staff as well as serves as a gateway for disability-related information and guidance. The available services and supports for students with disabilities assist in providing equal educational opportunities to students by minimizing the impact of functional limitations upon their academic and non-academic lives. The services and accommodations provided are determined on a case-by-case basis.

Q: Who is responsible for determining reasonable accommodations?

A: All documentation of a disability is to be submitted to the office of Learning Resources for review and determination for eligibility as a student with a disability. Determination for services and accommodations are made on a case-by-case basis as noted above, and are based on the documentation provided by the student with a disability, as well as the student's functional limitations.

Q: Are all students with disabilities registered for Accessibility Resources?

A: No. It is possible that a student with a disability has chosen not to submit documentation or register for Accessibility Resources. In either instance, faculty do **not** need to provide accommodations for those students unless the disability is so blatant (e.g., requiring a wheelchair, walking cane, etc.). It is still advisable that all students with disabilities register for Accessibility Resources at the onset of every semester.

Q: How do I know if a student is registered for Accessibility Resources?

A: Students who register for Accessibility Resources will present you with a Letter of Accommodations that has been provided to them by the office of Learning Resources. The letter should be current and dated for the semester the student is requesting accommodations. The letter will state the accommodations the student is eligible to receive.

Q: When is a student required to notify me of a need for accommodations?

A: Accommodations are not provided retroactively. The office of Learning Resources encourages but does not require registered students to meet with you at the beginning of each semester to discuss his/her Letter of Accommodation. However, a student may be diagnosed later in the semester and register for Accessibility Resources or present their Letter of Accommodations to you at any time during the semester.

Q: Do I need to be presented with a Letter of Accommodations each semester for the same student if I have him/her in another class for another semester? Can't I just assume that once I am notified of a student's need for accommodations the first time that he/she is registered for subsequent semesters?

A: Accommodation letters are good only for the semester for which they are dated. The student is required to present to you a current Letter of Accommodations each semester for each class. Students may have a fluctuating condition that periodically rises to the level of a disability. You should not assume that once a student is registered the first time, he is registered for subsequent semesters. Also, a student's accommodation needs may alter from one semester to another depending upon new or existing documentation. Each Letter must be reviewed carefully.

Q: Am I allowed to request documentation from the student for any reason?

A: No. Documentation stating and describing a student's disability is confidential information. Documentation on behalf of students registered for Accessibility Resources is kept confidential and separate from the rest of the student's educational records.

Q: Do I have any recourse if I disagree with the requested accommodations?

A: Yes. You should contact staff with the office of Learning Resources to discuss your concerns.

Q: I have a student in class who provided me with a letter regarding accommodations but has since never used them. What is my responsibility in this situation?

A: Check in with the student to see if they are requesting accommodations for your course. However, please note, it is the student's responsibility to meet with their faculty, provide faculty with a copy of their accommodation letter, communicate when and under what circumstances accommodations are needed, as well as how accommodations will be implemented.

Q: A student provides me with a letter asking for accommodations but never uses them. The student then comes to me at the end of the semester right before Finals, and tells me he's failing and asks for the requested accommodations now. What do I do?

A: The student has ultimate responsibility to make use of the accommodations that have been identified as reasonable. You are not expected to retroactively make adjustments on any prior assignments or testing; however, you are obligated to provide accommodations from that point forward once the accommodation request has been made and providing there is sufficient time to implement the accommodation.

Q: If a student informs me that he/she has a disability and would like an accommodation such as extra time for an exam but does not have a letter from the office of Learning Resources noting that they are registered for Accessibility Resources and stating the approved accommodations, am I required to provide accommodations?

A: No, you are not required to provide any requested accommodation unless the student has presented a current Letter of Accommodations developed by the office of Learning Resources. Generally, a student must be registered for Accessibility Resources through the office of Learning Resources before accommodations will be provided. However, with that being said, if the disability is so obvious that an accommodation is essential (e.g., wheelchair accessibility) then please provide the accommodation as needed. Also please contact staff in the office of Learning Resources for assistance.

Q: Am I required to lower the standards of a required assignment because the student has a disability?

A: No. The standards should be the same for all students. However, some students with disabilities may exhibit their knowledge, production or other course expectations differently than their peers. Accommodations are designed to address those differences, but the quality of the end result should be the same.

Q: I have a student who is having difficulty in my class. I think this student may have a disability. What should I do to help the student?

A: Talk privately with the student to discuss your observations. Do not assume that the student's difficulties are a result of a disability, but if, through discussion with the student, it appears appropriate, refer the student to one or more campus resources. There are many resources on campus to help students be academically successful, offer options to the student, such as the Writing Center, Learning Resources, as well as the Counseling Center. If the student discloses that he or she does have a disability, suggest that the student contact staff with the office of Learning Resources to explore options for accommodations.

Q: I have a student with a disability who is getting behind in his schoolwork. The student is missing a number of classes and has not handed in several assignments. Although he has taken a midterm and used accommodations, his grade is about a D. At this point he is not passing the class. Do I have a right to fail a student with a disability?

A: The student with a disability has the same right to fail as anyone else. Work produced by the student should be equivalent to his peers. Provision of accommodations is no guarantee of academic success.

Q: If students need in-class academic accommodations to be successful, what will they do when they get out in the "real world?"

A: Eligible accommodations must be provided to students with disabilities provided they do not alter or lower essential requirements for the course. Staff in the Office of Learning Resources who provide supports to students with disabilities strive to promote independence and self-advocacy by means through which students excel in the present academic environment in order to prepare themselves for the future. For some individuals, accommodations will be essential in both the academic environment and the work force. Accommodations for sensory disabilities, such as hearing loss, low vision or blindness, may be the responsibility of an employer. For many students, however, the greatest need for accommodations is in academic-related pursuits, such as test taking or note taking in class.

Q: I have received an accommodation letter from a student that notes their disability may impact an ability to attend class or attend class on time. What is my best approach?

A: Determination is made by faculty as to how an individual's academic or artistic progress may be affected by absences within a particular course or field of study. Faculty at the university determine class attendance or a time-in-seat policy for a course. A multilateral process that involves input at the departmental or administrative level in the determination of class attendance is important with regard to disability-related accommodation requests.

The fundamental nature of a course may rely on attendance and participation, which promotes classroom interaction between the instructor and students, and among students. In some cases, attendance may be fundamental to course objectives; for example, students may be required to interact with others in the class to demonstrate the ability to think and argue critically, or to participate in group projects/class activities. A student's failure to attend class or participate may constitute a significant loss to the educational experience of the student and all students in the course. However, in other instances, faculty may determine that mastery of course content may be achieved despite some or many absences.

The following are some questions to consider when determining whether attendance is an essential part of a course and thus not open to accommodation:

- What does the syllabus state with regard to attendance?
- Is there classroom interaction between the instructor and student and among the students?
- Do student contributions constitute a significant component of the learning process?
- Does the fundamental nature of the course rely on student participation as an essential method for learning?
- To what degree does a student's failure to attend constitute a significant loss to the educational experience of other students in the class?

An accommodation letter serves as verification of the student's disability-related needs and is to be used by the student to verify and initiate discussion with their faculty about the way the student's disability-related condition may impact their ability to attend classes. However, it does not stand as a blanket order for absences. Provision of the accommodation letter and a conversation of the accommodations needed for each course is to be initiated by the student and should take place at the start of a semester or immediately after a diagnosis is verified and an accommodation letter is issued. Accommodations are not provided retroactively.

The student and faculty should discuss the attendance policy for the course, the student's role and responsibility for reporting absences and providing verification of each absence. Also, specifics related to the policies and procedures regarding any missed work should be discussed in advance. It is best to follow-up with information from this discussion in writing to the student.

If you have questions or need assistance with any part of the above-noted process, please reach out to the Office of Learning Resources. Our contact information can be found on page 3 of this resource.