

DSSP

DISABILITY SUPPORT
SERVICES PROGRAM
OFFICE OF ACADEMIC AFFAIRS



HANDBOOK



Revised 09/2016



Coppin State University Disability Support Services Program Handbook

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I. INTRODUCTION

In the years to come, faculty and staff can expect to see more and more students with disabilities entering the University. The results of mainstreaming in the secondary schools, combined with a sincere effort to eliminate architectural and program barriers at the post-secondary level, have allowed many individuals with disabilities to pursue higher education. Additionally, increasing numbers of people with disabilities seek higher education as a means for expanding options for employment and independence.

As we attempt to eliminate barriers, we come to realize how critical the understanding and support of faculty and staff are to this process. It is for this reason that we have prepared this handbook. The handbook combines materials from many sources. It is designed to assist faculty and staff in working effectively with students with disabilities, and it contains facts about various disabilities as well as practical information about services and resources.

Each student with a disability will have a different level of functioning even within the same disability category. Also, compensation skills will vary widely from one student to the next. Consequently, the information presented in this handbook should be seen as a general guide to working with students with disabilities. It is not meant as a substitute for interaction between instructor and student, but rather as facilitative to that interaction. The student with a disability is the “expert” regarding personal needs and can usually suggest solutions. The purpose of this handbook is to provide general guidelines and up-to-date information, not to serve as a stand alone guide on working with students with disabilities. **DSSP is always willing to advise, assist and refer faculty and staff to other resources.** This handbook will be updated periodically. As changes in disability laws are made and more information becomes available, supplements will be added to the existing document. It is hoped that this handbook will impact faculty-student relationships, increase communication and provide education on rights and responsibilities.

Comments and suggestions for changes or additions to this handbook are always welcome. We recognize the many unique situations and problems that can develop in attempting to provide reasonable accommodations to persons with disabilities. Faculty, staff, and students often generate accommodation ideas that can greatly enhance a student’s ability to benefit from the educational environment. We hope that all involved will share their ideas with DSSP.

Contact Resource

DSSP Coordinator / Counselor
HHSB – Room 223
Telephone: 410/951-3944

II. LEGAL MANDATES

The Rehabilitation Act of 1973 (PL 93-112), Section 504 provides that no otherwise qualified individual with a disability in the United States shall, solely by the reason of disability, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance.

Implications for Post-secondary Education

Section 504 applies to post-secondary education programs and activities. It designates that:

1. Students with disabilities must be given an equal opportunity to participate in and benefit from all post-secondary education programs and activities. This includes any course, course of study, or activity offered.
2. Rules that limit students with disabilities participation in a program or activity may not be imposed upon the students with disabilities. Examples include, prohibiting tape recorders and calculators in classrooms or guide dogs in campus buildings.
3. Academic requirements must be modified, on a case-by-case basis, to afford qualified students with disabilities an equal educational opportunity.

The Americans with Disabilities Act (ADA) of 1990 is a civil rights guarantee for persons with disabilities, and it was signed into enactment on July 26, 1990. It is divided into five main parts: Title I Employment; Title II Public Services; Title III Public Accommodations and Services Operated by Private Entities; Title IV Telecommunication; and Title V Miscellaneous Provisions.

Since Coppin State University (CSU) is a recipient of federal funding, it will be most affected by Title I which prohibits discrimination in employment practices for qualified applicants with a disability and Title II which requires equal access to services and programs offered by public entities. Many of the ADA regulations come directly from Section 504 of the Rehabilitation Act of 1973.

Unlike Section 504, the ADA of 1990 opened the door for people with disabilities to sue institutions or individuals directly if they have exhausted every chance for arbitration with the institution. Under Section 504 of the Rehab Act of 1973, people who feel they have been discriminated against must take complaints to federal agencies to investigate.

According to the ADA, a person with a disability is anyone who has a physical or mental impairment which substantially limits one or more major life activities. This includes

mobility, vision, hearing, chronic illness, learning disabilities, traumatic brain injury, psychiatric conditions, and intellectual disabilities (such as mental retardation or autism). The ADA requires CSU to provide reasonable accommodations when necessary for individuals with disabilities.

Academic Accommodations

To ensure that students are aware they must request services before the University will provide academic accommodations, it is important that faculty include a statement about DSSP services in the syllabus.

The following statement has been approved by the Office of Academic Affairs to be included on course syllabi:

- *Coppin State University (CSU) supports all students in their academic endeavors. Should you need academic accommodations because of a disability, please contact CSU's Disability Support Services Program (DSSP) to register for reasonable accommodations. The office is located in the Health and Human Services Building (HSSB), Room 223. The phone is: (410) 951-3944. If already registered with this program please provide the DSSP Accommodations Form to the professor immediately to describe what accommodations you are requesting.*

In addition to placing the above statement in all of your syllabi, kindly emphasize to students that for additional information about DSSP, they may visit the website at <http://www.coppin.edu/dss>. You may also reach out to Dr. Janet D. Spry at jspry@coppin.edu.

Additional information that may be included to advise students of the DSSP include:

- If you have a disability for which you are or may be requesting an accommodation, you will need to make an appointment with the **DSSP Counselor**. You are also encouraged to meet with your instructor privately to discuss any accommodation concerns and to contact the DSSP Counselor as early as possible in the semester, or prior to the semester.
- Students with disabilities who believe they may need accommodations in this class should make an appointment with the **DSSP Counselor**. An appointment should be made as soon as possible to ensure that accommodations are arranged in a timely manner.

- CSU abides by Section 504 of the Rehabilitation Act of 1973 and the ADA, which stipulates that no student shall be denied the benefits of an education solely by reason of a disability. Disabilities covered by law may include, but are not limited to, learning disorders, attention deficit disorders, hearing, sight or mobility impairments. If you have a disability that may have some impact upon your work in this class, or for which you may require accommodations, please make an appointment with the **DSSP Counselor**.

Please refer students requesting accommodations to DSSP and send notification to the DSSP Counselor that a referral has been made (for documentation purpose.) Students may be unsure of what accommodations are available or what they will need, particularly, first-time freshmen. Please refer questions regarding accommodations to the DSSP.

III. CSU-DSSP MISSION AND VISION

MISSION:

The mission of the DSSP is to create an accessible University community where students with disabilities have an equal opportunity to fully participate in all aspects of the educational environment: to promote students' independence and to ensure that students are viewed on the basis of "ability" and not disability.

This is accomplished by:

- Functioning as a resource to faculty, staff, and students on disability issues.
- Providing and promoting the use of support services that address the specific needs of individuals while continually improving the quality and effectiveness of services.
- Advocating for the upgrading and maintenance of the accessibility of all facilities.
- Promoting access to technology resources.
- Providing students with disabilities the same academic opportunities as non-disabled students in all areas of studies.
- Advocating that disability-related accommodations be made on an individualized and flexible basis in order to ensure full participation in programs offered at the University.
- Empowering students to become actively involved in all aspects of campus life.
- Advocating for and educating others about the needs and concerns of persons with disabilities.

- Providing equal access to career-related programs (such as internships) and on-campus programs to assist with career exploration and future employment.

VISION:

- To promote a greater understanding of disability culture and accessibility issues.
- To promote, at the University level, a greater understanding of the educational needs of persons with disabilities and to advocate for improving access to educational attainment.

IV. CONFIDENTIALITY

When students identify themselves as having a disability, they will be asked to provide documentation of the disability and the need for services requested. The requested documentation may include the results of medical, psychological, or emotional diagnostic tests, or other professional evaluations and may prove to be very sensitive in nature. Collecting this information is important to an institution attempting to understand the nature and extent of a disability and to verify the need for accommodations. Documentation obtained by CSU DSSP regarding an individual's disability is considered private, is maintained in separate, secure files, and is shared on a need-to-know basis only. Need-to-know within this context is generally viewed as "needing to have knowledge in order to be prepared to take specific action" (Jarrow, 1997). If the individual would not do anything differently as a result of knowing the information regarding disability, it would be inappropriate to share such information (Jarrow, 1997). In many cases, a faculty member does not need to know the specific disability, only the necessary accommodations needed to fulfill the institution's mandate for equal access under ADA/504.

The student will be asked to sign a Release Authorization Form, giving DSSP permission to release necessary information about the accommodations to appropriate faculty and staff (**see appendix**). This information will be provided to faculty/staff with the understanding that it will be used to **plan class accommodations ONLY**. At the first class meeting, encourage students who may have special needs to discuss the matter with you or the DSSP Counselor. Be very careful not to discuss information about students' disabilities with other faculty and staff members. All information is to be considered confidential. Students who wish for their information to be release from one instructor to another will need to sign a Release of Information for this purpose.

Many students with disabilities do not wish to be identified as "disabled." Unless the students are requesting accommodations, they are not required to identify themselves

as having a disability. If, however, the students desire accommodations, it is best if their needs are identified prior to or early in the semester.

Often students with disabilities do not like to explain their disability because it may be difficult to understand. The DSSP Counselor encourages students to talk with instructors; however, DSSP will provide faculty with information about the student and the disability only with the student's written request.

V. UNIVERSITY'S RIGHTS & RESPONSIBILITIES

Under Section 504, any institution receiving federal funds is obligated to appoint and maintain at least one person to coordinate its efforts to comply with disability law requirements (**a section 504 Coordinator**). This individual has the responsibility of assuring that the University practices nondiscrimination on the basis of disability and instances of discrimination brought against the institution.

To meet the requirements of the Americans with Disabilities Act (ADA) and to assist individuals with disabilities in reaching their academic potential, CSU has created the DSSP. The DSSP Office is located in HHSB – 223, Phone: (410) 951-3944

The University must reasonably modify its policies, practices, or procedures to avoid discrimination. However, it is not required that such support produce identical results or level of achievement for disabled and non-disabled persons, but rather that people with disabilities have an equal opportunity to achieve the same results in the most integrated setting.

Exceptions:

1. If the University can demonstrate that the modifications would **fundamentally alter** the nature of the service, program, or activity, it is not required to make the modification.
2. If the University can demonstrate that the modifications would **result in an undue financial or administrative burden**, it is not required to make the modification.

These determinations can only be made by the designated administrator of the University or his/her designee and must be accompanied by a written statement of the reasons for reaching that conclusion. The determination that an undue burden would result must be based on **total resources** available to the University rather than one particular department's budget.

Subpart E of Section 504 deals specifically with disability law in a post-secondary educational setting. It does not assign financial responsibility for auxiliary aids and services to the institution, but requires that the institution see that all appropriate services are in place at no cost to the student (Section 504-Subpart E, 104.44, d-1). A main concern for the University is to determine what type of accommodation or service is to be provided by the institution and which service is to be provided by another agency, such as Vocational Rehabilitation. For instance, the University is **not required** to provide individuals with disabilities with personal or individually prescribed devices, such as wheelchairs, prescription eyeglasses, or hearing aids, or to provide the services of a personal attendant to assist with eating, toileting, or dressing (Section 504-Subpart E, 104.44, d-2). The University is **not required** to provide any special service for students with disabilities unless the same type of special service is provided to others without disabilities. For example, the University is not required to provide accessible transportation or shuttle buses to students with disabilities unless the University provides transportation or shuttle buses to general population students without disabilities.

The University **is responsible** for providing modifications to the learning environment so that equal access is available for students with disabilities. Examples would be listening devices, interpreter services, adaptive seating, adaptive computer software technology, etc. The University **would provide**, for example, a portable FM System that allows the student to link their personal hearing aid to a transmitter worn by the instructor for amplification in a lecture setting. The assistive listening device would only be used in the institutions programs and activities—not for the student to take home at night or to use off campus.

The University assumes the cost of modifying the learning environment for students with disabilities. In some situations, the cost of interpreter services is shared between the State of Maryland Division of Rehabilitation Services (DORS) and the University. However, the institution remains responsible for seeing that the services are in place.

Section 504 mandates not only access for persons with disabilities to academic activities, but also to programmatic activities such as commencement, cultural events, and athletic exhibitions.

The Office of Civil Rights (OCR) issued a Letter of Finding (OCR NY 1996) which ruled that universities have the right to bar students whom a medical professional has deemed as a risk to themselves or others. If students wish to return to campus, they must first present information that they are no longer a risk. The University will evaluate the information and make a decision whether or not to allow the students to return.

Architectural access in buildings built after 1979 is required by Section 504. Federal funding recipients are required to be in compliance with the Universal Federal Access Standards. CSU is also covered under the ADA of 1990, which has developed separate standards for physical access called the ADA Accessibility Guidelines (ADAAG).

The following reference materials are available in the DSSP Counselor's office:

- 1. Section 504 Compliance Handbook**
- 2. Disability and Higher Education: Guidance for Section 504 and ADA Compliance**
- 3. ADA Technical Assistance Guidelines (CD-ROM)**

VI. DSSP RIGHTS & RESPONSIBILITIES

The number one priority of the DSSP Office is to assist the University and its faculty members in maintaining compliance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 by providing services to students with disabilities.

The DSSP Counselor has four main responsibilities:

1. To coordinate services for students with disabilities
2. Promote student self-advocacy
3. Facilitate accommodations and increase disability awareness
4. Provide educational resources for students, faculty and staff

When students decide to self-disclose to DSSP and ask for accommodations, the DSSP Counselor:

- validates the existence of the disability by reviewing the documentation
- ensures that the students have recent (within the last three years) and relevant documentation that includes the diagnostic summary
- documents how the specific disability affects academic performance
- recommends accommodations suggested by a qualified professional evaluator
- ensures that the documentation includes appropriate psycho educational testing information if the student has a learning disability (LD)

After reviewing the documentation, the DSSP Counselor, or the DSSP Team members (where necessary), determines which accommodations suggested by the evaluator can be implemented in the University environment. Some accommodation options formally provided in high school, under IDEA regulations, are no longer applicable in post-

secondary institutions covered by Section 504 and ADA guidelines. The DSSP Counselor is responsible for obtaining proper paperwork and documentation, encouraging self-advocacy and educating students/faculty/staff regarding rights and responsibilities.

The DSSP Counselor prepares Academic Accommodations Form:

When students require special testing accommodations including test readers or scribes, the DSSP Personnel prepares the accommodations forms and coordinates these services. Tests are administered as outlined by the instructor, with accommodations as indicated on the Academic Accommodations Form. In addition, the DSSP Counselor is responsible for facilitating access to services requested such as: interpreters or Books on Tape arranging environmental accommodations (special chairs or tables, wheelchair accessible classrooms and technological support with the cooperation of the maintenance/IT staff), and reaching out to external providers (such as the Division of Rehabilitation Services and Blind Industries and Services of Maryland).

Maintaining confidential records is another important facet of the DSSP Counselor's responsibilities. Each DSSP file contains the following forms and information: Application for Services, Release Authorization, Documentation of the Disability, Service Request Form for each semester that services are requested, the Student Responsibilities Acknowledgement Form, Schedules, Academic Accommodations Form, and related Case Notes. These records are secured in DSSP and are not provided to other faculty or staff members without the express written permission of the student.

VII. FACULTY RIGHTS & RESPONSIBILITIES

Section 504 of the Rehabilitation Act of 1973 prohibits discrimination against an "otherwise qualified individual with a disability." In an academic setting, this means, "If this person didn't have a disability, would the person still qualify to be here?" **Since CSU is an open door institution, the answer would be "Yes!"** However, instructors are not required or expected to lower the standards of teaching excellence. Having earned the right to be in a University, students with disabilities have also earned the right to succeed or fail on their own merits.

Students with disabilities may seek auxiliary aids or supports as reasonable accommodations for their documented disability. This is a cooperative process between the instructors, DSSP and the students with disabilities. These accommodations are not intended to give students with disabilities an advantage over other students. It is important for instructors to make a general announcement at the beginning of the

semester regarding willingness to discuss student needs in private and include an announcement in the syllabus stating that students needing support services and accommodations because of a disability should contact DSSP.

Student self-advocacy is strongly encouraged by DSSP. Remember, though, this may be the first time that a student has ever personally shared information with a faculty member. In high school (under IDEA Guidelines), counselors and parents facilitated all arrangements. Open attitudes and genuine concern can positively impact a student's experience and serve as reinforcement for future behavior. Students who register with DSSP will most likely approach you with an Academic Accommodations Form prior to the beginning of the semester or soon after classes begin. This is an opportunity to discuss accommodations as indicated on the Academic Accommodations Form. When the student initiates this conversation, please ensure that the conversation takes place in a confidential environment—not in the classroom or hallway.

Technically, students who have not registered with DSSP are not eligible to receive accommodations for a disability. Faculty should provide only the auxiliary aids or supports and/or reasonable accommodations as indicated on the Academic Accommodations Form. These selected accommodations are based on the student's specific documented disability. Instructor notifications may be amended during the semester as needed. After meeting with the student, faculty may have additional suggestions for a particular class situation. These suggestions are both needed and appreciated. Support services and accommodations provided can become “permanent” and may or may not be appropriate for the student. In other words, actions could impact future instructors and classes. **Keep in mind that the University can only legally support those accommodations approved by DSSP.**

After reviewing the Academic Accommodation Form, some of the suggested accommodations may not apply or be practical in your classroom situation. Please be aware that the forms faculty receives are general forms sent to all the student's instructors. Please don't hesitate to call the DSSP Counselor to discuss your concerns immediately. ***Keep the stapled copy to remember during the semester who gets what accommodations and when. The copy that is signed and returned, although not legally binding, is an acknowledgement of the student's needs and a “good faith” agreement to provide the support services requested. Please return the form within one week. Don't assume that by not returning the form, the DSSP Counselor understands that you are not in agreement. DSSP does record the “sent” and “returned” dates of each form for every student.***

If students refuse to make use of requested accommodations (such as preferential seating in the front of the class), the instructor should call the DSSP Counselor, send an interoffice memo, or email communication to dssp@coppin.edu. It is important to

document the refusal. We cannot force students to take advantage of the accommodations; we can only offer them. Some students may choose not to disclose their disabilities to DSSP or their instructors at the beginning of the semester. These students may be trying to avoid the stigma of being labeled as “disabled.” Students often try to make it on their own the first semester or so. Then, after a test or two, they realize that they really need accommodations. Students are only provided services from the time they seek assistance from DSSP. These services and accommodations are not retroactive. Instructors will not be expected to retest students or to change grades on assignments already turned in by the student (Salvador v. Bell). Students have the right to refuse accommodations entirely. The institution is under no obligation to provide accommodations unless students self-identify.

Note-taker Accommodations

In an effort to promote self-advocacy, DSSP encourages students with disabilities who need note-taker services to seek out their own note-takers and make all necessary arrangements. However, if the student is uncomfortable with finding a note-taker in a particular class, the instructor should make arrangements. Do not identify the student needing the accommodation. If you are uncomfortable asking for a student volunteer to take notes, please notify the DSSP Counselor. The DSSP Counselor will then visit the class and seek a volunteer. DSSP provides copy of notes for students with disabilities.

Taping Lectures

Some students will need to tape record class lectures and discussions. Under the U.S. Department of Health, Education and Welfare regulations for Section 504 of the Rehabilitation Act of 1973, taping of lectures by students with disabilities must be permitted if other students are allowed to take notes.

Students who have visual impairments or reading disabilities may need to have their textbooks on tape or on CD rom. The faculty member is not responsible for arranging this support service. DSSP contacts an outside agency, which provides many of the texts. To help facilitate the process of obtaining books on tape or CD rom for the next semester, faculty should notify the bookstore of text selections as soon as possible.

Testing Accommodations

If the student with a disability needs special test accommodations of extended testing time or testing in a non-distractive environment, the Technology and Testing area in the DSSP Office provides an alternative site. Again, in the interest of self-advocacy, the student has the responsibility to remind the instructor to forward the upcoming test to the DSSP Office. The instructor can either hand-deliver, email, or mail the test. **Do not**

send tests with the student. The tests should be in the DSSP Office at least 24 hours prior to the test. The completed test will be available for pick up in the DSSP Office.

If the student with a disability requires special test accommodations of a test reader or scribe, DSSP personnel coordinates and administers exams in the situations. The procedures are outlined in detail on the Test Accommodations Policies and Procedure Form, the Disability Support Services Exam Proctoring Form, and the Student Test Accommodations Procedure Form (see appendix). In these circumstances, the student is responsible for requesting and signing this form at least three days prior to the date of the exam. The original form is taken by the student to the instructor at least 48 hours in advance with the exception of final exams, which must be scheduled at least one week in advance. The instructor retains a copy of the form also completes the DSSP Testing Form Cover Sheet and the Exam Room Accommodations Form, then attaches the originals of these forms to the test before delivering everything to the DSSP Office. The student and the test administrator must sign DSSP Testing Form Cover Sheet to verify test accommodations provided. After the exam is administered and this form is completed, DSSP personnel return the exam materials and a copy of the DSSP Testing Form Cover Sheet to the DSSP Coordinator. The test is then available for the instructor to pick up at the DSSP Office. All original forms are kept in the student's confidential DSSP file to verify that appropriate test accommodations were provided. Test-taking procedures are closely monitored by the DSSP staff to assure integrity. Students with disabilities are held to the same Code of Conduct as outlined in the student handbook. Students will not be allowed to solicit/receive opinions from the reader/writer/proctor.

Confidentiality of Student Records

As you might expect, the confidentiality of disability records is a major concern. All documentation related to the student's disability or accommodations will be kept in DSSP. Students may choose not to reveal the specific nature of their disability to the instructor—only that a disability exists. Do not discuss the information supplied by DSSP about students with the student's parents or other faculty members or staff, unless you have a written Release Authorization signed by the student. At the end of the academic year, the instructor may want to shred any information provided on students' with disabilities and accommodations.

DSSP is in the forefront for protecting the rights of instructors and ensuring that the University meets Section 504 and ADA guidelines. With this in mind, several safeguards have been implemented. When students register with DSSP, they are asked to sign several forms. One of the most important forms is the "Release Authorization." Secondly, students are asked to read and sign a "Student Responsibilities Acknowledgement" Form. This document outlines what is expected of the student

regarding maintaining continued services through DSSP. We are committed to working on solutions that maintain academic integrity in the educational process while providing reasonable accommodations for students with disabilities as governed by the ADA. (See appendix for copies of these forms)

VIII. STUDENTS' RIGHTS & RESPONSIBILITIES

Entering a University is a new experience for most students. Many services for students with disabilities that were previously facilitated by parents and teachers under IDEA Guidelines are now the responsibility of the student. It should be noted that not all accommodations received in high school are acceptable in a University.

One of the most important decisions students with disabilities make as they enter a University, is to choose whether or not to disclose their disability. Students must also decide how much to disclose about their disability. It is important for individuals with disabilities to have a working knowledge of their disability and what accommodations are appropriate. Some students may decide to disclose only one of several disabilities. Others may choose to disclose the fact that they have a disability, but not to reveal the specific nature of the disability to the faculty members. Students with psychiatric disabilities, epilepsy or AIDS may wish to access their rights to appropriate accommodations while minimizing the risk of stigma associated with those disabilities.

If accommodations are needed for optimal academic success, students should meet with the DSSP Counselor at least **two months** prior to the first semester of classes. This allows time for the student to ensure all appropriate documentation related to their disabilities is made available and for the DSSP Counselor to set up needed accommodations. It is the student's responsibility to provide timely and clear notice of the accommodation that is sought.

At the first meeting with the DSSP Counselor, the student needs to provide appropriate documentation of their disability and the need for accommodations. The requested documentation must include the recent results of medical, psychological or emotional diagnostic tests, or other professional evaluations to verify the disability. The need for specific accommodations and support services must be documented and appear reasonable based upon the disability. The information should be as specific as possible (see appendix for Documentation Guidelines as outlined on the Student Responsibility Sheet). The documentation will remain secured in DSSP and will not be viewed by instructors.

Students seeking accommodations will be asked to sign several forms in order to receive support services from the University. The first form signed is a Release Authorization.

The release allows the DSSP Counselor to notify faculty and staff members of the fact that the student has a disability and of any special accommodations needed for the classroom. Students have the right to refuse to release information on the specific disability to instructors. By law the student is only required to reveal the specific disability to the DSSP Counselor. If students do not have the required documentation, they will be asked to sign another form to allow DSSP permission to obtain the necessary documentation from their previous schools, Vocational Rehabilitation, or other testing agencies for them. Students can either sign the release or obtain the required documentation on their own and provide it to the DSSP Counselor.

If students are eligible for DSSP services, they will be asked to complete an Intake Application Form. Each semester the student must come to DSSP office to request accommodations based upon disability. Additionally, Academic Accommodation Form will be completed for each class in which accommodations are necessary. Students are responsible for delivering the Academic Accommodation Form to each instructor prior to or on the first day of class.

Self-advocacy is strongly recommended. Students are encouraged to talk to their instructors during the first week of classes, or even earlier, to describe their unique difficulties and needs, and to develop a course of action acceptable to everyone.

Services are not automatically provided each semester. Students need to notify DSSP of their course selections just as soon as they have their new schedules. Requests for interpreters, FM Systems or Books on Tape or CD rom services should be made well in advance of the beginning of the new semester to allow time to obtain the best services. Because some of the services are contracted out, services requested in less than the recommended timeframe may encounter delays. Agencies providing interpreter services are in high demand, consequently, Books on Tape or CD rom must be reserved early because they are sometimes difficult to locate. Students are asked to submit their requests for services at least **2 months** in advance to ensure that the services required will be in place for the start of the semester. DSSP's goal is to coordinate accommodations in a timely manner, but can only do so if students present a current schedule and complete the necessary paperwork in a timely manner. Students are expected to provide their own tape recorders and tapes to record lectures. A limited number of Four-track tape players are available for use in the Library.

If students take tests in the Technology & Testing Area in DSSP Office, it is the responsibility of the student to remind the instructor to send the tests to the DSSP Office. The tests will be administered exactly as the instructors have indicated, with the

appropriate accommodations as indicated on the Academic Accommodation Form. Students who need a Test Reader/Scribe should request a Test Accommodation Form (TAF) from the DSSP Counselor at least two days before the actual test date. Once a time is scheduled for the test administration, the student is responsible for delivering the TAF to the instructor. The instructor completes Part D of the form and attaches it to the test material before delivering it to the DSSP Office.

Students with disabilities have the right to be free from discrimination in services, programs or activities within the University. This is not limited only to academic activities. Sports events and physical education classes must all be accessible to students with disabilities. Commencement exercises must be accessible to students with disabilities and any family member with a disability.

It is important to note that if students choose not to disclose their disability to DSSP, they are not covered under Section 504 or ADA and they cannot receive accommodations or support services (*Salvador v. Bell*). However, students who choose not to register with DSSP may be able to negotiate their accommodation needs on an individual basis with their instructors, but may not bring a complaint for lack of accommodations if arrangements so negotiated prove to be unsatisfactory. **Technically, students who have not registered with DSSP are not eligible to receive accommodations for a disability.**

When an auxiliary aid or service is required, the University must provide an opportunity for individuals with disabilities to request the auxiliary aid or service of their choice. Primary consideration must be given to the choice expressed by the individual. "Primary consideration" means that the University must honor the choice, unless it can demonstrate another equally effective means of communication as available, or that use of the means chosen would result in a fundamental alteration in the service, program, or activity or an undue financial or administrative burden.

IX. STUDENTS WITH DISABILITIES ENTERING CSU

Self-Identification

Students enrolling at CSU who seek services for a disability must self-identify to the DSSP Counselor. Many students with disabilities received special services in high school, but some are diagnosed with a disability for the first time as adults. Others may, as a result of referral for a suspected disability, speak to the DSSP Counselor to find out whether they may have a disability. The DSSP Counselor will speak with students and make appropriate referrals for testing and disability documentation purposes.

When prospective students request services, they receive a DSSP Student Responsibilities Form explaining the steps necessary to qualify and benefit from DSSP (see appendix for a copy of this form).

Documentation Requirements

Documentation required by the DSSP Office will vary according to the nature of the disability. Documentation of a **Learning Disability** requires appropriate individual intelligence testing and achievement testing administered by a qualified professional such as a licensed psychologist. **Health Impairments** require a statement of diagnosis from a medical doctor. Neuropsychological testing and rehabilitation records usually document **Head Injuries**. **Orthopedic Impairments**, which are present at birth or the result of later injury, are verified by a medical doctor's statement. **Hearing Impairments** or **Deafness** can be verified by the results of an audiogram administered by an audiologist. The results of a visual acuity test documents **Blindness** or **Visual Impairment** administered by an ophthalmologist.

Documentation should include:

1. **A diagnostic statement** identifying the disability, date of the current diagnostic evaluation, and the date of the original diagnosis.
2. **A description of the diagnostic criteria** and/or diagnostic test(s) used, along with specific test results.
3. **A description of the current functional impact of the disability** in the educational environment.
4. **Treatments, medications, assistive devices/services** currently prescribed or in use.
5. **A description of the expected progression or stability of the impact of the disability** over time.
6. **Recommendations for effective academic accommodations** to equalize the student's educational opportunities at the postsecondary level.
7. **The credentials, address, phone and fax number** of the diagnosing professional(s).

Transition to University

Transition to University can be difficult for students with disabilities and their parents. Students who come to CSU after receiving services in high school must adjust to the different laws regarding access to services and the types of services provided. At the elementary and secondary levels, the school is mandated to identify students with special needs, conduct testing, and provide accommodations. These students may have been served in a resource room, where the ratio is 1/20 (teacher/student). The

special educator works in coordination with parents and other involved faculty to formulate an Individual Education Plan (IEP) for each student. Everyone on this team works closely to help these students succeed in reaching the formulated goals of the IEP. At the University level, however, procedures are radically different. The responsibility for success shifts from institution to student. While the institution is responsible for providing the student with reasonable accommodations and equal access to educational opportunities, it is the student who must actively seek services, provide necessary proof of the disability, and formulate a plan of action toward reaching their goals.

Parents of students with disabilities often have difficulty with the transition to University as well. Past experiences included taking an active part in the IEP process. Differences in the law coupled with the reality of the student now being a legal adult, force parents to take a secondary role. Sometimes parents and students in transition are not aware of differences in the law at the post-secondary level and need to be educated regarding legal limitations. The DSSP Counselor attempts to educate parents and students when appropriate, which may include providing information about Family Educational Rights and Privacy Act (FERPA).

X. FACULTY REFERRAL TO DSSP

Instructors often see first-hand results of learning problems in the classroom. Sometimes a student with a diagnosed disability does not know about DSSP or what services can be provided. Sometimes, however, especially in the case of a learning disability, the student may not have been previously diagnosed. For example, in the case of returning students, learning problems could have been persistent in their academic backgrounds but general knowledge about learning disabilities, a relatively recent development and the possible reason for their learning problems, may have been lacking. Faculty and staff play a crucial role in helping students maximize learning potential by making appropriate referrals to DSSP. This referral should be made in private.

In the case of a student with a visible disability and/or a student who self-identifies, it is required that faculty and staff let the student know that DSSP exist. This information should be shared in a private meeting. In the case of a suspected disability, faculty and staff are encouraged to meet with the student privately to make a referral to DSSP. **Please notify the DSSP Counselor regarding referrals made.**

If students choose to contact DSSP, they will be asked to provide documentation of their disability. When appropriate, students may be referred for testing. If, in fact, a disability is diagnosed, the student releases this documentation to DSSP, and appropriate accommodations are arranged. The assistance and follow-up provided by

DSSP can potentially result in greater success for students, even if they were undiagnosed through their first few semesters.

Students should contact the DSSP Office at 410-951-3944 to arrange an appointment. Although students may choose not to follow through with such recommendations, faculty and staff will have provided the opportunity for accommodations by informing them about DSSP.

XI. SPECIFIC DISABILITIES

A. Learning Disabilities

Learning Disabilities are neurological disorders that interfere with a person's ability to store, process, or produce information creating a disparity between one's ability and achievement levels. They may affect an individual's ability to read, write, compute math, speak or engage in appropriate social behavior. Learning Disabilities can exist with individuals functioning at any level of intelligence. Many times students with learning disabilities do not differ from other students in appearance, background, intelligence, or emotional stability. Learning disabilities are not the same as intellectual disabilities, autism, deafness, blindness, or behavioral disorders. They are not the result of economic disadvantage, environmental factors or cultural variances. Attention Deficit Hyperactivity Disorder sometime co-occurs with learning disabilities, but not always. Learning disabilities often run in families.

Because learning disabilities are 'hidden disabilities', they often go unrecognized, unaccepted, or thought of as insignificant once identified. However, the impact of these disabilities can range from relatively mild to very severe.

Some specific learning disabilities are identified below:

- Reading Disorder: difficulty with word recognition and reading comprehension, often times referred to as dyslexia. Common features include: slow reading rate, poor comprehension, difficulty identifying themes, poor mastery of phonics.
- Developmental Arithmetic Disorder: difficulty recognizing symbols, copying features, sequencing steps, and understanding terms. Common features include: poor mastery of basic math facts, reversing numbers, and confusing operational symbols, such as + and x.
- Disorder of Written Expression: difficulty composing written text. Common features include: poor sentence structure, difficulties with spelling and punctuation, poor penmanship, laborious writing, inability to copy correctly.

- Expressive Language Disorder: difficulty expressing verbal language. Common features include: difficulty communicating a story in proper English, and difficulty speaking grammatically correct English.
- Receptive Language Disorder: difficulty comprehending verbal language. Common feature includes: inability to comprehend oral language.

In order to receive a diagnosis of one of the above disorders, an individual's actual achievement level in that particular area as measured by individually administered standardized tests is substantially below that expected given the person's chronological age, measured intelligence, and age-appropriate education.

If you suspect a student in your class has a learning disability, with the student's consent, DSSP can refer that student to agencies for testing.

Tips for positive interaction:

- Stress good study habits and effective time management
- Keep all information confidential
- Give timely feedback; errors need to be corrected as soon as possible
- Discuss with students what strategies have worked well for them in the past. The student is a valuable resource regarding his or her particular needs

Remember, faculty is not expected to lower standards of teaching excellence. Students with disabilities have the right to succeed or fail just as any other student in class.

Possible Classroom Accommodations

- Encourage and support the use of word processing equipment which will help students compose, edit, and spell more accurately.
- Use as many sense modalities as possible when presenting subject matter; it enhances the many ways in which students with learning disabilities learn. (Varied approaches are good for all students).
- Concepts can be strengthened by using sounds, smells, or visual aids.
- Use the chalkboard, handouts, videos, group discussions, role playing, overhead projectors, etc.
- Prepare handouts and review technical terms used in your class.
- Point out the organizational items in textbooks such as chapter summaries, sub headings, graphic design, charts, maps, and indexes.

- Give all assignments and course expectations in written and oral form
- Incorporate ‘hands-on’ and lab experiences when they are appropriate.
- Allow students with learning disabilities to sit in the front row.
- Give students a clear and concise syllabus, listing tests and assignments with due dates noted.
- Breakdown difficult concepts into smaller steps or parts.
- Outline lectures on the chalkboard.
- Give a brief review of material presented and emphasize key points.
- Include a time for questions and answers.
- Give students study questions for exams that demonstrate the format, as well as the content, of the test and an explanation of what constitute a good answer and why.
- Encourage students to take advantage of all academic resources.
- Suggest that students use proofreaders as recommended.
- Extend the time allowed to complete assignments when appropriate.

B. Traumatic Brain Injuries (TBI)

Traumatic Brain Injury (TBI) is an acquired impairment of brain function. These injuries may be the result of strokes, motor vehicle accidents, or some other type of assault to the brain. Great variance exists in the possible effects a head injury may have on an individual. Many of these injuries result in some degree of impairment in the following areas: memory, communication, speed of thinking, spatial reasoning, communication, conceptualization, executive functioning, motor or sensory abilities, or psychosocial behaviors.

Behavior problems may have organic origins or may be natural reactions to a new and poorly understood disability. The social effects of disability in this realm can be devastating and are often most damaging to long-term reintegration to the community. It may be far more difficult to recover from these problems than to relearn cognitive skills. The student often faces similar challenges as those individuals with learning disabilities. However, one major difference is that individuals with TBI remembers how they were before the injury and often has limited insight and understanding as to how the injury has changed them. Denial of the injury may prevent the individual from utilizing appropriate accommodations in the post secondary setting.

Tips for Positive Communication

- Avoid over stimulation. Students may fatigue quickly or become agitated and confused.

- Be consistent. A consistent approach can help improve memory, reduce confusion, foster language skills, and promote emotional control.
- Provide step-by-step instructions. This will decrease fatigue and confusion and improves memory.
- Refrain from talking down to the student. Talk with students at a level appropriate to their age and level of understanding.
- Avoid arguments and stressful situations. Remember that students are particularly sensitive to stress after a head injury.
- Allow response time. Students may take longer to respond to a question or join in a conversation.
- Try to incorporate repetition on information to be learned and emphasize the use of memory cues such as planners, daily logs, etc.

C. Attention Deficit Hyperactivity Disorder

Attention Deficit Hyperactivity Disorder, one of the most common brain based disorders in children and adolescents, usually appears in preschool or early elementary years, and frequently persists into adulthood. Individuals with this disorder have difficulties with sustained attention and concentration. They often have problems with task completion and exhibit high levels of distractibility. When hyperactivity is present, restlessness and excessive talking may also be present.

Typical symptoms a person diagnosed with ADHD may exhibit include

- Fails to pay attention to details
- Inability to focus
- Has difficulty sustaining interest in tasks
- Difficulty listening when spoken to directly
- Time management issues
- Will not follow through on instructions
- Inappropriate behaviors in social settings
- Impulsivity
- Hyperactivity
- Excessive talking
- Often interrupts or intrudes on others

The cause of ADHD is still unclear. Researchers suggest links to genetics or environmental stress. It is a difficult disability to diagnose because many other factors may cause behaviors similar to those of ADHD.

Many students do not outgrow AD/HD, but the effects may be less noticeable because the students have learned compensation strategies to deal with the symptoms of the disability. These students are more likely to engage in high risk behaviors such as abusing drugs or alcohol, have legal trouble, or develop other psychiatric disabilities.

Tips for Interaction

- Create a distraction reduced environment for interactions
- Preferential seating near the front and away from windows or doors to limit distractions
- Pay special attention to providing instructions that are clear and easy to follow
- Often social skills demonstrated by someone with ADHD can be misconstrued as aloofness or rudeness. Stay aware that the impaired social skills are a symptom of ADHD and not necessarily a representation of the student's lack of interest or concern.
- Extended test taking time may likely be necessary

D. Deaf and Hard of Hearing (HOH)

Students who are deaf or hard of hearing may be difficult to recognize in the classroom. Some students use hearing aids and have learned to lip-read or use sign-language. The term "hearing impaired" is used to describe a person with any type or degree of hearing loss. "Deafness" refers to any individual with non functional hearing. In most cases English skills may be deficient. "Hard of Hearing" is used to define a hearing impaired individual in whom the sense of hearing is functional and whose English language skills will be developed through auditory means.

The major challenge facing an individual with a hearing impairment is communication. Similar to students without hearing problems, students with hearing impairments have varying degrees of communication. Not all hearing impaired people are good lip readers, and only 30% of the spoken English language can be lip-read.

Some individuals with hearing impairments choose to use sign language as a way to communicate with others. However, not all people with hearing impairments know how to sign. Some choose to lip-read while others use interpreters or a combination of lip-reading and signing.

A hearing aid does not correct a hearing loss like glasses correct vision problems. Most people who are deaf have sensory neural hearing losses and clarity of speech is affected. The hearing aid does not make speech more clear, it merely amplifies the sound.

The speech of some people with hearing impairments is easy to understand. Others cannot monitor the volume and tone of their speech and may be initially hard to understand.

Hints for working with students with Hearing Impairments:

- Attract the attention of the student before speaking with a cue such as a tap on the shoulder or wave.
- Face the person while talking (try to avoid facing the chalkboard while speaking).
- Speak clearly and naturally without exaggerating lip movements or volume.
- Avoid standing in front of a light source like a window—the glare from behind makes it difficult to read lips.
- Do not chew gum, smoke, or otherwise obstruct your mouth with your hands or other objects which interfere with speech reading.
- Keep all information confidential.

Possible Classroom Accommodations

- Seat students where there is an unobstructed view of the professor.
- Try to repeat comments and questions asked by other students who are not in the range of vision of hearing impaired students.
- Use visual media (especially overhead projectors) as they are effective tools.
- Provide a script or outline of slides, films, or videotaped materials. Captioned films for the deaf are extremely helpful if they are available.
- Supply a list of technical terminology or specialized vocabulary to the interpreter and the hearing impaired student before the lecture.
- Assure that students who have hearing impairments are informed of important information like class cancellations, class relocation, assignments, and tests by stating details in writing in a hand out and on the chalkboard.

- Be prepared to reword sentences when a deaf/hard of hearing student does not understand what is being said. (Persons who are deaf/hard of hearing, like most of us, are not eager to draw undue attention to them. They may smile an acknowledgment when, in fact, they have not understood).
- Be objective when evaluating written materials from hearing impaired students. Advise students to seek tutoring assistance from the Learning Center when they have grammar and syntax problems and are unable to express themselves fluently.
- Direct remarks to the student directly, not to the interpreter. The student should have the option of watching both the speaker and the interpreter.

Tips to remember if a student is using an interpreter:

- Interpreters received specialized training and are paid professionals.
- An interpreter may be distracting at first. However, students will become accustomed to the interpreter's presence.
- Interpreters follow a code of ethics and view all information from an interpreting situation as confidential.
- CSU hires interpreters. Questions or concerns regarding interpreters would be directed to the DSSP Counselor.
- Interpreters will sign the comments and questions of class members as well as everything the instructor says. Interpreters will interpret in a manner that conveys the content intended by the speaker.
- If the student has a question, he or she should be encouraged to voice the question to the faculty member.
- Direct your questions to the student with the hearing impairment, not the interpreter. The interpreter is often signing a few words behind the speaker and needs more time to finish so that the student with the hearing impairment can respond.
- Interpreters will not give opinions of a student's progress as this violates the student's rights.
- Interpreters will not proctor for exams.
- Provide breaks in lengthy class (more than an hour and fifteen minutes) because the student with the hearing impairment and the interpreter experience mental, physical, and visual fatigue. This enhances the student's chance of comprehending lectures.

- Provide the student and interpreter with outlines of the lecture or written material prior to the class session. If the class contains technical vocabulary, the interpreter and student with the hearing impairment must learn new signs or create signs for vocabulary that has no signs.
- If movies are shown, a dim light is needed to enable the student with a hearing impairment to see the interpreter.
- The student and interpreter should be positioned so the student can see you and the interpreter simultaneously.
- When doing math problems the interpreter has a difficult time interpreting phrases such as 'multiply this and that'. The Interpreter has to turn around to see what "this and that" are on the board. This problem is solved if the instructor says "multiply 42 by 46".
- In math classes or classes where the instructor frequently uses the chalkboard, the interpreter will 'shadow' the instructor. This means the interpreter will stand close to the section of the board that is being written on by the instructor. This allows the student to see both the signs and the writing.

Tips to keep in mind if a student is NOT using an interpreter

- Classroom discussions are very difficult for a hearing impaired student to follow. Repetitions or summaries of the most relevant comments are helpful.
- Student questions may not be heard by the student. You can help by repeating the question.
- All instructions should be in written format. Verbal class assignments and due dates, examination dates, changes in the normal class schedule, etc. may be missed.
- Face the student when talking.
- In group discussions it helps to have students sit in a horseshoe or circle.

E. Visual Impairments

Low Vision

Some people with legal blindness may be totally without sight, while others in this category may have significant eyesight. A "legally blind" person is one whose vision, while wearing corrective lenses, does not exceed 20/200 in the better eye, or one whose visual field is less than an angle of 20 degrees. Common difficulties encountered by students with low vision include recurring eye strain

while reading, inability to read standard size print, inability to read poor quality print, and difficulty reading some colors of ink. They may also have handwriting which appears somewhat childlike. Some students have diseases or conditions which cause their visual acuity to fluctuate from time to time. Because of this reason, and the fact that students with low vision can typically ambulate without noticeable difficulty, often times individuals with low vision are viewed by others as malingering. Although low vision is often times considered a hidden disability, it still can seriously negatively impact a student's performance in the classroom. Potential problems can be minimized if these students and instructors discuss the issues early in the term.

Possible Classroom Accommodations

- Discuss all accommodations early in the semester
- Provide appropriate written and verbal descriptions to accompany any visual aids, diagrams, films, or videos that are used in class.
- Students should be allowed to sit as close to the front of class as possible to make maximum use out of visual and auditory cues.
- Lighting is very important. Student and instructor need to discuss this issue.
- Try to speak directly to the class, remembering that turning your head away can muffle sound; body language and gestures cannot be seen.

Blindness

The term blindness is usually reserved for individuals who possess a complete loss of functional sight. One of the biggest challenges facing students with blindness in the post secondary setting is the volume of printed material they must process. Textbooks, class syllabi, schedules, exams, videotapes, overheads, etc. are all visually presented materials that will need to be provided in an alternative format, if possible. By the time students with blindness reach University (unless the disability is recently acquired), they have probably developed methods for dealing with the volume of visual materials. It is helpful for the instructor and students to meet before the semester begins to review possible accommodations. DSSP may assist student in arranging to obtain textbooks on tape if enough advance notice is provided. Sometimes this service may take several months advance notice. Note Taker service is based on each individual's preference. Some students with blindness may want to use their computer or a braille while others will prefer to have someone in the class take notes for them. The notes can then be scanned into the computer and a text-to-

speech recognition software program can assist the student in listening to the scanned notes. These services will need to be coordinated in advance with DSSP unless the student has the software capabilities at home.

Tips for Positive Interaction

- Introduce yourself and anyone else who might be present when speaking to a student with blindness.
- Do not hesitate to use such words as look or see; student with vision impairments use these terms also.
- When walking with a visually impaired student, allow him or her to take your arm just above the elbow.
- A guide dog is trained as a working animal and should not be petted or spoken to without the permission of the handler.
- When offering a seat to a vision impaired student, place the student's hand on the back or arm of the seat. This gives the student a frame of reference when being seated.
- Do not hesitate to ask a student what accommodations are required in the classroom. The student usually knows his or her particular needs best.

F. Mobility Impairments

Mobility impairments refer to a wide range of disabilities including orthopedic, neuromuscular, cardiovascular and pulmonary disorders. Often times students with these types of impairments must rely on assistive devices to ambulate such as wheelchairs, crutches, canes, or artificial limbs. The cause of the impairment may be from a number of factors including congenital, injury, muscular dystrophy, multiple sclerosis, cerebral palsy, amputations, heart disease or pulmonary disease. Although the causes of the disability may vary, mobility-impaired students may face very similar barriers. Inability to gain access to inaccessible classrooms, decreased eye-hand coordination, decreased note taking and test-writing ability due to weakness or paralysis, impaired verbal communication, or decreased physical stamina and endurance are all issues which may negatively impact these students' education.

Possible Classroom Accommodations

- Structure lab experiences to include the use of a partner for students with hand and arm dexterity issues. The partner can perform the active parts of the assignment at the direction of the student with a disability.

- Extended test time or test reader/scribe services may be needed to complete exams. DSSP can assist in arranging these accommodations.
- Inclement weather, indirect routes, elevator problems and crowds may contribute lateness to class and should be discussed with the student.
- Allow for adequate break time during class if meeting for an extended period of time so the student can attend to such physical needs as stretching, medication, and rest room use.
- DSSP may assist students in special seating arrangements for the classroom such as comfortable chairs, adjustable desks, etc. If you have any difficulties with these accommodations for students, please contact the DSSP service counselor immediately.

Tips for Positive Interaction

- A wheelchair is part of the person's body space. Do not automatically hang or lean on the chair; it is similar to hanging or leaning on the person.
- If it appears a student needs assistance, ask if you can help. Most students will ask if they need help. Accept a "no thank you" graciously.
- If a student's speech is difficult to understand, do not hesitate to ask him or her to repeat.
- Do not refer to students as "wheelchair bound" or "confined" to a wheelchair. Most commonly accepted terminology is the student "ambulates using a wheelchair".

G. Psychiatric Disabilities

In the past several years, universities have been seeing more students with chronic psychiatric issues. While many of these students are stable and show no symptoms, others demonstrate more clear signs of psychiatric difficulties. Some students may be experiencing these problems for the first time and have not started seeking any treatment. Other students may be experiencing side effects of medication or develop problems in University after they cease taking medication. Major Depressive Disorders, Bipolar Disorders, Anxiety disorders, Schizophrenia, and Personality disorders are some of the disabilities that may impact a person's thought processes, making it hard to cope with the ordinary demands of life. Although these are not the only groups of psychiatric disorders present, they are certainly some of the more prominently diagnosed.

Major Depressive Disorder

Symptoms of Major Depression include:

- Depressed mood, most of the day, nearly every day
- Markedly diminished interest or pleasure in activities or previously enjoyed interests.
- Increased fatigue
- Fluctuations of weight loss or weight gain
- Sleep Disturbances
- Feelings of worthlessness
- Decreased ability to think or concentrate, or indecisiveness
- Recurrent thoughts of death, suicidal thoughts or suicide attempts

Treatment is ideally a combination of medication management and psychotherapy. Antidepressant medication often has side effects such as drowsiness, rapid heartbeat, blurred vision, dry mouth, or weight gain.

Bipolar Disorder

This disorder is exhibited by a major fluctuation in moods—from a depressed state to elation (mania). All bipolar disorders are a combination of mania with depression. Mania is characterized by an elevated, expansive, or irritable mood, lasting at least one week. This mood is also accompanied by at least three (four if the mood is only irritable) of the following:

- Inflated self-esteem or grandiosity
- Decreased need for sleep
- Increased talkativeness or pressure to keep talking
- Racing thoughts or flight of ideas
- Distractibility
- Increased activity or psychomotor agitation
- Excessive involvement in activities that have a high potential for painful consequences

Medication management and psychotherapy are usually prescribed as treatment.

Anxiety Disorders

The term anxiety disorder includes phobias, panic disorders, post-traumatic stress, and obsessive-compulsive disorders. The common factor with these disorders is a fear stronger than experienced by most individuals. General symptoms may include shakiness, sweating, rapid heartbeat, numbness or tingling, dizziness, upset stomach, tiredness, achiness, and rapid breathing. Treatment of anxiety disorders vary greatly, but usually include psychotherapy.

Schizophrenia

A complex disorder affecting an individual's sense of reality, Schizophrenia will create symptoms of hallucinations, delusions, and impaired thought processes. Several types of schizophrenia exist including paranoid type, catatonic type, disorganized type, residual type and undifferentiated type. Medication management is the most frequently used treatment for individuals with Schizophrenia.

Personality Disorder

The general diagnostic criteria for personality disorders are an enduring pattern of inner experience and behavior that deviates markedly from the expectations of the individual's culture. The maladaptive pattern is manifested in the following areas: cognition, affect, interpersonal functioning, and impulse control.

Communicating effectively and in specific ways is very important to a student with mental illness who may not understand or misinterpret. Indirect speech is often misinterpreted. Disruptive behavior from the student does not have to be tolerated in the classroom. Even if a student has a psychiatric disorder, he or she must still conform to the CSU Code of Student Conduct. Instructors have the right to demand appropriate conduct and respectful treatment from all students.

Possible Classroom Accommodations

- Extended test-taking time
- Quiet testing area
- Note takers
- Tape Recorders
- Seating arrangement modifications

H. Developmental Disabilities

Developmental disabilities are a diverse group of physical, cognitive, psychological, sensory, and speech impairments that begin anytime during development up to 22 years of age. In most instances, the cause of the disability is not known. In the recent past, their term “developmental disabilities” referred primarily to people who have mental retardation. More recent definitions are broader and may be applied to individuals with seizure disorders, learning disabilities, autism, traumatic brain injuries (acquired before the age of 22), aspergers syndrome, etc.

As appropriate, the staff may refer any student, including a student with a developmental disability, to other sources of training in the community. Various adult training programs in the area may be a better match for a student’s interests, skills, and motivation level. Even though the staff may attempt to guide some students into appropriate training settings, it is the student’s right to pursue a higher level of education.

If a student is unable to perform adequately in a course, the instructor should not automatically assign a “W” grade if the student’s performance really warrants an “F”. Often, students are not open to other options until they receive realistic, constructive feedback on their performance.

I. Epilepsy

Epilepsy is a common neurological condition, sometimes called seizure disorder. Seizures are produced by brief, temporary changes in the normal functioning of the brain’s electrical system. These brief malfunctions mean that more than the usual amount of electrical energy passes between cells. The sudden overload may stay in just one small area of the brain, or it may encompass the whole system. Although one cannot see what is happening inside a person’s brain, outward symptoms are noticeable. Unusual body movements, effects on consciousness, and the changed behavior that the malfunctioning areas are producing are what is referred to as seizures. There are two main types of seizures that an individual with epilepsy may experience.

Convulsive Seizures are the type of seizure where a person undergoes convulsions which usually last from two minutes to five minutes, with complete loss of consciousness and muscle spasms.

Non-Convulsive seizures may take the form of a blank stare lasting only a few seconds, and involuntary movement of a limb, or a period of automatic

movement in which awareness of one's surroundings is blurred or completely absent.

What to do during an Epileptic Seizure

Remain calm. There is nothing you can do to stop the seizure once it has begun. Do not try to restrain the individual. If it is a convulsive seizure, lower the person to the ground or floor if possible and clear the area of furniture to avoid injury. Try not to interfere with movements in any way. Do not put anything in the individual's mouth. Try to place something soft under the head, if possible. When the person regains consciousness, reassure him or her and ask what additional assistance is needed.

If a seizure lasts longer than 10 minutes, or if multiple seizures occur without the person regaining consciousness, treat it as a medical emergency by calling 911.

No medical attention is necessary with a non-convulsive seizure. Stay with the person and gently guide them away from obvious hazards. Stay with the person until they are completely aware of their environment around them. Do not grab the person or try to restrain them in any way. Offer to provide additional assistance that the person may need. Non-convulsive seizures are sometimes mistaken for: daydreaming, lack of attention, ignoring instructions, poor coordination, intoxication, or clumsiness.

It is important to note that there are several medical conditions other than Epilepsy that can cause seizures. These require immediate medical attention and include:

Diabetes	Poisoning
Brain Infection	Hypoglycemia
Heat exhaustion	High fever
Pregnancy	Head Injury

XII. Temporary Disabilities

Temporary disabilities can include fractures, severe sprains, or recovery from an operation. These disabilities may have a serious impact on the student's ability to function in his or her usual manner and possibly call for temporary accommodations. Although students with temporary disabilities are not covered under the Americans with Disabilities Act of 1990, DSSP is available to assist these students with their needs. Faculty can refer students with temporary disabilities to DSSP where a counselor will work individually with a student to determine appropriate intervention and support services, if any. This could

include test accommodations, resources for physical access, classroom and/or lab needs.

Criteria for Documenting Temporary Disabilities

1. A clear statement of the ICD (International Classification of Diseases) diagnosis, including pertinent history.
2. Documentation must be current (at least within the last two months).
3. description of present symptoms, fluctuating conditions/symptoms, the expected duration of the condition, and the prognosis.

XIII. ACKNOWLEDGEMENTS/RESOURCES USED

Disability Compliance for Higher Education. "Special Report: Five OCR Letters Disability Service Providers Should Know". Vol. 6. Issue. 8; (March 2001)

Disabilities Support Services: Faculty and Staff Handbook; CSU Counseling Services. 1999.

Harrison, S. (2001). Disability Resource Manual. Jefferson University ACCESS-ABILITY Services.

Jarrow, J. (1997). Confidentiality of Disability Documentation. (Available On-line: www.janejarrow.com/public_library)

Savukinas, R. (2002). Community Universities and Students with Disabilities: The George Washington University HEATH Resource Center. (Available On-line: www.heath.gwu.edu)

XIV. SUGGESTED READINGS AND WEBSITES

(THESE READINGS ARE IN THE PROCESS OF BEING UPDATED & REVISED)

Suggested Readings:

A Mind at a Time. M.D. Levine. New York: Simon & Schuster, 2002.

Embracing the monster: overcoming the challenges of hidden disabilities.
Veronica Crawford. London: P.H. Brookes Pub. Co., 2002.

Learning Outside the Lines: two Ivy League students with learning disabilities and ADHD give you the tools for academic success and educational revolution. Jonathan Mooney and David Cole. New York: Simon &

Schuster, c2000.

Moving Violations: war zones, wheelchairs, and declarations of independence.
John Hockenberry. New York: Hyperion, 1995.

No Pity: people with disabilities forging a new civil rights movement. Joseph
Shapiro. New York: Times Books, c1994.

Thinking in Pictures: and other reports of my life with autism. Temple Grandin.
New York: Vintage Books, 1996.

Websites:

www.allkindsofminds.org All Kinds of Minds

www.ldonline.org LD Online

<http://www.washington.edu/doit/Faculty/>
University of Washington Do-It Program Faculty Room

<http://janejarrow.com/home/>
Disability Access Information and Support

<http://www.fln.vcu.edu/ld/ld.html#Dyslexia>
The Instant Access Treasure Chest

<http://www.bethel.edu/Disability/AheadResourcesHandout.html>
Resources for Serving Blind and Visually Impaired Students

<http://www.wou.edu/education/sped/nwoc/>
Western Oregon University; (WROCC) Information regarding Post Secondary
Institutions Serving Hearing Impaired Students

<http://www.nfb.org/>
National Federation of the Blind

<http://www.spinalcord.org/>
National Spinal Cord Injury Association

<http://www.heath.gwu.edu/>
George Washington University Heath Resource Center: National Clearinghouse on Post
Secondary Education for Individuals with Disabilities

<http://www.jan.wvu.edu/media/atoz.htm>

JAN Accommodation Information by Disability

<http://www.MDDHEN.com>

“Best Practices”

XV. APPENDIX

A. Policy for Releasing Documentation

Any third party documentation which is sent directly to the DSSP Office **may not** be released to any other person or agency, including that student. This includes allowing the student to read the documentation or making a copy of it for the student or agency. If the students want a copy of the documentation, he or she must request it directly from the source. If a student brings a copy of documentation to the DSSP office, that documentation may be copied and given to the student at a later time if it is requested.

XVII. FORMS

- A. Intake Application**
- B. Statement of Confidentiality**
- C. Grievance Procedures**
- D. Release of Information**
- E. Consent Form**
- F. Disability Verification Form**
- G. Memorandum to Faculty**
- H. Test Accommodations Policies and Procedures**
- I. Student Test Accommodation Procedure Form**
- J. Student Responsibilities**
- K. DSSP Testing Form Cover Sheet**
- L. Exam Room Accommodation Form**
- M. Disability Support Services Exam Proctoring**
- N. Referral Form**

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