
Optimizing the Learning Environment for Students with Disabilities

**Lincoln Land Community College
Compiled by the Special Needs Office**

Table of Contents

Introduction	3
The Role of the Special Needs Services	4
Suggested Strategies	16
Frequently Asked Questions	20
The Law	26
Selected Resources	30

Supporting Student Success

Introduction

This guide is designed to assist Lincoln Land Community College faculty and staff in working with students with disabilities. For faculty who have students with disabilities in their classes, this guide offers general suggestions about classroom accommodations.

Providing accommodations ensures equal opportunities for success in mastery of course material; it does not mean compromising the content, quality or level of instruction. All students are required to meet a standard of competency in coursework; students with disabilities are no exception.

The Role of the Special Needs Services

Supporting the philosophy that students with disabilities are ultimately responsible for identifying their needs and managing their disabilities, Special Needs Services strives to:

- Promote the success, dignity, and independence of students with disabilities by assisting them to develop awareness of their disability-related needs, self-advocacy strategies, and academic skills.
- Work with students with disabilities and with instructors to determine the need for and facilitate the delivery of reasonable classroom accommodations and disability-related academic and technological support services.
- Assist the College community to understand the effects of disabilities.
- Promote equal access without compromising standards.
- Eliminate the physical, technical, and attitudinal barriers that limit the range of opportunities for students with disabilities.

Services Provided Include:

- Orientation
- Compensatory strategy assessment
- Interpretation and maintenance of students' confidential documentation of disability
- Authorization of accommodations based on documentation of disability
- Assistance with implementation of reasonable accommodations
- Instructor Contact letters and liaison with faculty
- Assistance to arrange for readers, scribes, notetakers and testing accommodations
- Arrangements for recorded texts through Recordings for the Blind and Dyslexic (RFB&D)
- Arrangements for sign language interpreters
- Access to adaptive technology, including disability-specific software and equipment
- Liaison services with external agencies and other College resources

Accommodations

Accommodations make it possible for a student with a disability to learn the material presented and for an instructor to fairly evaluate the student's understanding of the material without interference because of the disability.

A student must acquire official authorization before receiving accommodations. The student is responsible for providing the Special Needs Office with current documentation from qualified professionals regarding the nature of the disability. After talking with the student and, if necessary, the instructor, the Special Needs Professional determines appropriate accommodations based on the nature and extent of the disability described in the documentation. The Special Needs Professional then constructs an Instructor Contact letter specifying authorized accommodations. The Instructor Contact letter is mailed through the inner office communication system before the semester begins or as soon as documentation is received. The student is responsible for talking with instructors about arrangements for academic accommodations based on the contents of the letter. The process of requesting and receiving accommodations is interactive; all people involved - the student, the instructor, and the Special Needs Professional - have a responsibility to make sure the process works.

Examples of reasonable accommodations which students with disabilities may require:

- Use of interpreters, scribes, readers, and/or notetakers
- Taped classes and/or texts
- Enlarged copies of notes, required readings, handouts and exam questions
- Extended time on exams
- Quiet, distraction-free environment for taking exams
- Use of aids, such as calculators or desk references, during exams
- Use of computers in class or access to computers for writing assignments and exams
- Taped or oral versions of exams
- Alternative methods of testing, such as brailled or enlarged print copies or oral testing
- Preferential seating in the classroom

The need for notetakers will be documented in the Instructor Contact letter. Students who cannot take notes or who have difficulty taking adequate notes, can be accommodated in a number of ways, including: taping lectures, using a notetaker, and/or obtaining an outline of lecture materials. The notetaker may copy notes at the Learning Resource Center at no cost.

Attention Deficit Disorder (ADD/Attention Deficit Hyperactivity Disorder (ADHD))

ADD and ADHD are neurological conditions affecting both learning and behavior. They result from chronic disturbances in the areas of the brain that regulate attention, impulse control, and the executive functions which control cognitive tasks, motor activity, and social interactions. Hyperactivity may or may not be present. Treatable, but not curable, ADD and/or ADHD affects three to six percent of the population.

Characteristics (may include):

- Inability to stay on task
- Easily distracted
- Poor time management skills
- Difficulty in being prepared for class, keeping appointments, and getting to class on time
- Reading comprehension difficulties
- Difficulty with math problems requiring changes in action, operation and order
- Inability to listen selectively during lectures, resulting in problems with notetaking
- Lack of organization in work, especially written work and essay questions
- Difficulty following directions, listening and concentrating
- Blurting out answers

Considerations and Instructional Strategies

- Since these students often also have learning disabilities, effective accommodations may include those also used with students with learning disabilities.
- Effective instructional strategies include providing opportunities for students to learn using visual, auditory and hands-on approaches.

Accommodations (may include):

- Copies of class notes and/or instructor's notes or overheads
- Extended time for exams
- Exams in a quiet, distraction-free environment
- Frequent breaks allowed during exam; exam given by page or by section
- Clear arrangement of test items on paper
- Calculator, spellchecker, thesaurus, reader, and/or scribe during exams
- Use of blank card or paper to assist in reading
- Extended time to complete assignments
- Tape recorders and/or laptop computers
- Taped texts and classroom materials

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- Use of handouts and visual aids
 - Extended time for in class assignments to correct spelling, punctuation, grammar
 - Word processor with spell check and/or voice output to provide auditory feedback
 - Instructions or demonstrations presented in more than one way
 - Concise oral instructions

Blind/Low Vision

The following terms are used in an educational context to describe students with visual disabilities:

- "Totally blind" students learn via braille or other non-visual media.
- "Legally blind" indicates that a student has less than 20/200 vision in the more functional eye or a very limited field of vision (20 degrees at its widest point).
- "Low vision" refers to a severe vision loss in distance and near vision. Students use a combination of vision and other senses to learn, and they may require adaptations in lighting or the print size, and, in some cases, braille.

Considerations and Instructional Strategies:

- If needed, identify yourself at the beginning of a conversation and notify the student when you are exiting the room.
- Nonverbal cues depend on good visual acuity. Verbally acknowledging key points in the conversation facilitates the communication process.
- A student may use a guide dog or white cane for mobility assistance. A guide dog is a working animal and should not be petted.

When giving directions, be clear: say "left" or "right," "step up," or "step down." Let the student know where obstacles are; for example, "the chair is to your left" or "the stairs start in about three steps."

- When guiding or walking with a student, verbally offer your elbow instead of grabbing his or hers.
- Allow the student to determine the most ideal seating location so he or she can see, hear and, if possible, touch as much of the presented material as possible.
- Discuss special needs for field trips or other out-of-class activities well in advance.
- Assist the student in labeling lab materials so that they are easily identifiable.
- Familiarize the student with the layout of the classroom or laboratory, noting the closest exits, and locating emergency equipment.
- Ask the student if he or she will need assistance during an emergency evacuation and assist in making a plan if necessary.

Accommodations (may include):

- Reading aloud materials from overheads, blackboards or handouts
- Verbal description of class activity, such as when a show of hands is requested, stating how many hands were raised
- Tape recorders, AlphaSmart computers or slates and styluses for notetaking. A lab assistant **MUST BE AUTHORIZED AND ARRANGED THROUGH** the Special Needs Office
- Reading lists and syllabi in advance to permit time for transfer to alternate formats
- Use of black print on white or pale yellow paper to allow for maximum contrast
- Advanced notice of class schedule and/or room changes
- Adapted computer with features such as, large print, speech synthesizer and braille printer output
- Alternative test formats such as taped, large print or braille; use of readers, scribes, tape recorded responses, extended time, adapted computer or closed circuit TV
- Extra time to complete tests when adaptive technology or a reader/scribe is required
- Class assignments available in electronic format, such as computer disk, to allow access by computers equipped with voice synthesizers or braille output devices
- Adaptive lab equipment (e.g., talking thermometers and calculators)
- Raised line drawings and tactile models of graphic materials
- Videos with audio description

Brain Injuries

Brain injury may occur in many ways. Traumatic brain injury typically results from accidents; however, brain injury may also be caused by insufficient oxygen, stroke, poisoning, or infection. Brain injury is one of the fastest growing types of disabilities, especially in the age range of 15 to 28 years.

Characteristics:

Highly individual; brain injuries can affect students very differently. Depending on the area(s) of the brain affected by the injury, a student may demonstrate difficulties with:

- Organizing thoughts, cause-effect relationships, and problem solving
- Processing information and word retrieval
- Generalizing and integrating skills
- Social interactions
- Memory
- Balance or coordination
- Communication and speech

Considerations and Instructional Strategies

Brain injury can cause physical, cognitive, behavioral, and/or personality changes that affect the student in the short term or permanently.

- Recovery may be inconsistent. A student might take one step forward, two back, do nothing for a while and then unexpectedly make a series of gains.
- Effective teaching strategies include providing opportunities for a student to learn using visual, auditory and hands-on approaches.
- Ask the student if he or she will need assistance during an emergency evacuation and assist in making arrangements if necessary.

Accommodations (may include):

- Tape recorders and/or laptop computers
- Copies of class notes and/or instructor's notes or overheads
- Extended time for exams
- Exams in a quiet, distraction-free environment
- Frequent breaks allowed during exam; exam given by page or by section
- Clear arrangement of test items on paper
- Calculator, spellchecker, thesaurus, reader, and/or scribe during exams
- Alternative form of exam, such as an oral test or an essay instead of multiple choice format
- Use of blank card or paper to assist in reading
- Extended time to complete assignments
- Taped texts and classroom materials
- Use of handouts and visual aids
- Extended time for in class assignments to correct spelling, punctuation, and/or grammar
- Word processor with spell check and/or voice output to provide auditory feedback
- Instructions or demonstrations presented in more than one way
- Concise oral instructions

Deaf/Hard of Hearing

Students who are deaf and hard of hearing require different accommodations depending on several factors, including the degree of hearing loss, the age of onset, and the type of language or communication system they use. They may use a variety of communication methods, including lip-reading, cued speech, signed English and/or American Sign Language.

Characteristics:

Deaf and hard of hearing students may:

- be skilled lip-readers, but many are not; only 30 to 40 percent of spoken English is distinguishable on the mouth and lips under the best of conditions
- also have difficulties with speech, reading and writing skills, given the close relationship between language development and hearing
- use speech, lip-reading, hearing aids and/or amplification systems to enhance oral communication
- be members of a distinct linguistic and cultural group; as a cultural group, they may have their own values, social norms and traditions
- use American Sign Language as their first language, with English as their second language

Considerations and Instructional Strategies

- American Sign Language (ASL) is not equivalent to English; it is a visual language having its own syntax and grammatical structure.

Look directly at the student during a conversation, even when an interpreter is present, and speak in:

- natural tones.
- Make sure you have the student's attention before speaking. A light touch on the shoulder, wave, or other visual signal will help.
- Recognize the processing time the interpreter takes to translate a message from its original language into another language; the student may need more time to receive information, ask questions and/or offer comments.

Accommodations (may include):

- Seating which allows a clear view of the instructor, the interpreter and the blackboard
- An unobstructed view of the speaker's face and mouth
- Written supplement to oral instructions, assignments, and directions
- Providing handouts in advance so the student can watch the interpreter rather than read or copy new material at the same time
- Visual aids whenever possible, including captioned versions of videos and films
- Using a small spotlight to allow view of the interpreter while showing films and slides
- Repeating questions and comments from other students
- Notetaker for class lectures so the student can watch the interpreter
- Test accommodations may include: extended time, separate place, access to word processor, use of interpreter for directions
- Providing unfamiliar vocabulary in written form, on the blackboard, or in a handout
- Use of electronic mail, fax, or word processor for discussions with the instructor
- Visual warning system for building emergencies

Learning Disabilities

Learning disabilities are neurologically based and may interfere with the acquisition and use of listening, speaking, reading, writing, reasoning, or mathematical skills. They affect the manner in which individuals with average or above average intellectual abilities process and/or express information. A learning disability is characterized by a marked discrepancy between intellectual potential and academic achievement resulting from difficulties with processing information. The effects may change depending upon the learning demands and environments and may manifest in a single academic area or impact performance across a variety of subject areas and disciplines. The impact of learning disabilities can be decreased by remediation, instructional interventions, and the use of compensatory strategies. Accommodations are determined on an individual basis as learning disabilities can vary whether singular or multiple in nature.

Characteristics:

Difficulties may be seen in one or more of the following areas:

- oral and/or written expression
- reading comprehension and basic reading skills
- problem solving
- ability to listen selectively during lectures, resulting in problems with notetaking
- mathematical calculation and reasoning
- interpreting social cues
- time management
- organization of tasks, such as in written work and/or essay questions
- following directions and concentrating

Considerations and Instructional Strategies:

Instructors who use a variety of instructional modes will enhance learning for students with learning disabilities. A multi-sensory approach to teaching will increase the ability of students with different functioning learning channels - auditory, visual and/or haptic (hands-on)—to benefit from instruction.

Accommodations (may include):

- Tape recorders and/or laptop computers
- Copies of class notes and/or instructor's notes or overheads
- Extended time for exams
- Exams in a quiet, distraction-free environment
- Frequent breaks allowed during exam; exam given by page or by section
- Clear arrangement of test items on paper

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- Calculator, spellchecker, thesaurus, reader, and/or scribe during exams
 - Alternative form of exam, such as an oral test or an essay instead of multiple choice format
 - Use of blank card or paper to assist in reading
 - Extended time to complete assignments
 - Taped texts and classroom materials
 - Use of handouts and visual aids
 - Extended time for in class assignments to correct spelling, punctuation, and/or grammar
 - Word processor with spell check and/or voice output to provide auditory feedback
 - Concise oral instructions
 - Instructions or demonstrations presented in more than one way

Physical Disabilities

A variety of physical disabilities result from congenital conditions, accidents, or progressive neuromuscular diseases. These disabilities may include conditions such as spinal cord injury (paraplegia or quadriplegia), cerebral palsy, spina bifida, amputation, muscular dystrophy, cardiac conditions, cystic fibrosis, paralysis, polio/post polio, and stroke.

Characteristics:

Are highly individual; the same diagnosis can affect students very differently.

Considerations and Instructional Strategies:

- When talking with a person who uses a wheelchair, try to converse at eye level; sit down if a chair is available.
- Make sure the classroom layout is accessible and free from obstructions.
- If a course is taught in a laboratory setting, provide an accessible workstation. Consult with the student for specific requirements, then with the Special Needs Professional if additional assistance or equipment is needed.
- If a student also has a communication disability, take time to understand the person. Repeat what you understand, and when you don't understand, say so.
- Ask before giving assistance, and wait for a response. Listen to any instructions the student may give; the student knows the safest and most efficient way to accomplish the task at hand.
- Let the student set the pace when walking or talking.
- A wheelchair is part of a student's personal space; do not lean on, touch, or push the chair, unless asked.
- When field trips are a part of course requirements, make sure accessible transportation is available.
- Ask the student if he or she will need assistance during an emergency evacuation, and assist in making a plan if necessary.

Accommodations (may include):

- Accessible location for the classroom and place for faculty to meet with student
- Adaptive seating in classrooms
- Notetakers, tape recorders, AlphaSmart computers or copies of instructor and/or class notes
- Adaptive computer equipment/software: voice activated word processing, word prediction, keyboard and/or mouse modification
- Test accommodations: extended time, separate location, scribes, access to adapted computers
- Some flexibility with deadlines if assignments require access to community resources
- Adjustable lab or drafting tables
- Lab assistant or classroom aide—MUST BE AUTHORIZED AND ARRANGED BY the Special Needs Office
- Accessible parking in close proximity to the building
- Activities that allow the student to participate within his or her physical capabilities, yet still meet course objectives
- Taped texts
- Advance planning for field trips to ensure accessibility

Psychiatric Disabilities

Psychiatric disabilities refer to a wide range of behavioral and/or psychological problems characterized by anxiety, mood swings, depression, and/or a compromised assessment of reality. These behaviors persist over time; they are not in response to a particular event. Although many individuals with psychiatric disabilities are stabilized using medications and/or psychotherapy, their behavior and affect may still cycle.

Considerations and Instructional Strategies:

- Students with psychiatric disabilities may not be comfortable disclosing the specifics of their disability. Instructors can help these students by providing an understanding and accepting environment in the classroom, which will encourage them to request the accommodations they need to succeed.
- If a student does disclose, be willing to discuss how the disability affects him or her academically and what accommodations would be helpful.
- With treatment and support, many students with psychiatric disabilities are able to manage their mental health and benefit from college classes.
- If students seem to need counseling for disability-related issues, encourage them to discuss their problems with the Special Needs Professional. Maintaining a clear, distinct separation of roles between instructor and counselor is critical for this population.

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- Sometimes students may need to check their perceptions of a situation or information you have presented in class to be sure they are on the right track.
 - Sequential memory tasks, such as spelling, math, and step-by-step instructions may be more easily understood by breaking up the tasks into smaller ones.
 - Drowsiness, fatigue, memory loss, and decreased response time may result from prescription medications.
 - Feel free to consult with the Special Needs Professional if you have any questions or need assistance.

Accommodations (may include):

- Extended time for exams
- Quiet, distraction-free testing area
- Exams divided into segments with rest breaks
- Notetakers, readers, or tape recorders in class
- Use of a computer or scribe for essay tests
- Extensions, incompletes, or late withdrawals in the event of prolonged illness
- Some flexibility in the attendance requirements in case of health related absences
- Modification of seating arrangement (near the door or at the back of the classroom)
- Beverages allowed in class due to medications which may cause extreme thirst
- Referral to a Study Skills Specialist for assistance with time management and study skills

Speech and Language Disabilities

Speech and language disabilities may result from hearing loss, cerebral palsy, learning disabilities, and/or physical conditions. A range of difficulties may exist, from problems with articulation or voice strength to complete absence of voice. Included are difficulties in projection, fluency problems, such as stuttering and stammering, and in articulating particular words or terms.

Considerations and Instructional Strategies:

- Give students the opportunity - but do not compel speaking in class. Ask students for a cue they can use if they wish to speak.
- Permit student's time to speak without unsolicited aid in filling in the gaps in their speech.
- Do not be reluctant to ask students to repeat a statement.
- Address students naturally. Do not assume that they cannot hear or comprehend.
- Patience is the most effective strategy in teaching students with speech disabilities.

Accommodations (may include):

- Modifications of assignments such as one-to-one presentation or use of a computer with voice synthesizer
- Alternative assignment for oral class reports
- Course substitutions

Other Disabilities

Other disabilities include conditions affecting one or more of the body's systems. These include respiratory, immunological, neurological, and circulatory systems.

Examples:

Cancer, Chemical dependency, Chronic Fatigue Syndrome, Diabetes, Epilepsy/Seizure disorder, Epstein Barr virus, Fibromyalgia, HIV+/AIDS, Lupus Erythematosus, Multiple Chemical Sensitivity, Multiple Sclerosis, Renal Disease

Considerations and Instructional Strategies:

- The condition of a student with a systemic disability may fluctuate or deteriorate over time, causing the need for and type of accommodation to vary.
- Fatigue may be a significant factor in the student's ability to complete required tasks within regular time limits.
- Some of these conditions will cause the student to exceed the College's attendance policy. A reasonable accommodation should reflect the nature of the class requirements and the arrangements initiated by the student for completing the assignments. If you need assistance or guidance in determining a reasonable standard of accommodation, consult with the Special Needs Professional
- A student may need to leave the classroom early and unexpectedly; the student should be held accountable for missed instruction.
- Ask the student if he or she will need assistance during an emergency evacuation and assist in making a plan if necessary.

Accommodations:

Similar to those for other disabilities, depending upon the student's particular condition, and may include:

- Conveniently located parking
- Extended time for exams
- Enlarged printed materials
- Recorded course materials
- Use of scribes and readers
- Use of computers or other adaptive technology
- Modified courseload
- Exam modifications, such as increased frequency, shorter testing sessions, or administering the test by page or by section
- Careful scheduling of the use of cleaning compounds or pesticides

SUGGESTED STRATEGIES FOR INTERACTING WITH PEOPLE WITH DISABILITIES

General Considerations:

- Do not assume a person with a disability needs your help; ask before doing.
- If you offer assistance and the person declines, do not insist. If the person accepts, ask how you can best help and follow directions.
- If a person with a disability is accompanied by another individual, make eye contact with and address the person with the disability directly, not the companion.
- Avoid actions and words that suggest the person should be treated differently. It is appropriate to ask a person in a wheelchair to go for a walk or to ask a blind person if he or she sees what you mean.
- Treat people with disabilities with the same level of respect and consideration that you have for others.

Terminology:

- When referring to an individual who has a disability, mention the person before the disability. Say, "person with a disability," not "disabled person" or "the disabled."
- Avoid referring to people by the disabilities they have; use their names.
- People are not "bound" or "confined" to a wheelchair. Wheelchairs increase mobility and enhance freedom. It is more accurate to say "wheelchair user" or "person who uses a wheelchair."

Communicating with Students who are Deaf:

Students who are deaf communicate in different ways depending on several factors: amount of residual hearing, type of deafness, language skills, age deafness began, speech abilities, speech reading skills, personality, intelligence, family environment and educational background. Some are more easily understood than others. Some use speech only or a combination of sign language, finger spelling, speech, writing, body language, and facial expression. Students who are deaf use many ways to convey an idea to other people. The key is to find out which combination of techniques works best with each student. The important thing is not how you exchange ideas or feelings, but that you communicate.

To communicate with a person who is deaf in a one-to-one situation:

- Get the student's attention before speaking. A tap on the shoulder, a wave, or another visual signal usually works. Clue the student into the topic of discussion. It is helpful to know the subject matter being discussed in order to pick up words and follow the conversation. This is especially important for students who depend on oral communication.

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- Speak slowly and clearly. Do not yell, exaggerate, or over enunciate. It is estimated that only three out of 10 spoken words are visible on the lips. Overemphasis of words distorts lip movements and makes speech reading more difficult. Try to enunciate each word without force or tension. Short sentences are easier to understand than long ones. Look directly at the student when speaking. Even a slight turn of your head can obscure the speech reading view. Do not place anything in your mouth when speaking. Mustaches that obscure the lips and putting your hands in front of your face can make lip reading difficult.
 - Maintain eye contact. Eye contact conveys the feeling of direct communication. Even if an interpreter is present, speak directly to the student. He or she will turn to the interpreter as needed. Avoid standing in front of a light source, such as a window or bright light. The bright background and shadows created on the face make it almost impossible to speech read.
 - First repeat, then try to rephrase a thought rather than repeating the same words. If the student only missed one or two words the first time, one repetition will usually help. Particular combinations of lip movements sometimes are difficult to speech read. If necessary, communicate by paper and pencil or by typing to each other on the computer. E-mail and Fax are also becoming popular methods of communication. Getting the message across is more important than the method used. Use pantomime, body language, and facial expression to help communicate.
 - Be courteous during conversation. If the telephone rings or someone knocks at the door, excuse yourself and tell him or her that you are answering the telephone or responding to the knock. Do not ignore the student and talk with someone else while he or she waits.
 - Use open-ended questions which must be answered by more than "yes" or "no." Do not assume that the message was understood if the student nod his or her head. Open-ended questions ensure that your information has been communicated.

Participating in group situations with people who are deaf:

- Seat the student to his or her best advantage. This usually means a seat opposite the speaker, so that he or she can see the person's lips and body language. The interpreter should be next to the speaker, and both should be illuminated clearly. Be aware of the room lighting.
- Provide new vocabulary in advance. It is difficult, if not impossible, to speech read or read finger spelling of unfamiliar vocabulary. If new vocabulary cannot be presented in advance, write the terms on paper, a blackboard, or an overhead projector. If a lecture or film will be presented, a brief outline or script given to the student and interpreter in advance helps them in following the presentation.

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- Avoid unnecessary pacing and speaking when writing on a blackboard. It is difficult to speech read a person in motion and impossible to speech read one whose back is turned. Write or draw on the blackboard, then face the group and explain the work. If you use an overhead projector, don't look down at it while speaking.
 - Make sure the student does not miss vital information. Provide in writing any changes in meeting times, special assignments, or additional instructions. Allow extra time when referring to manuals or texts since the student who is deaf must look at what has been written and then return attention to the speaker or interpreter.
 - Slow down the pace of communication slightly to facilitate understanding. Allow extra time for the student to ask or answer questions. Repeat questions or statements made from the back of the room. Remember that students who are deaf are cut off from whatever happens outside their visual area. Use hands-on experience whenever possible in training situations. Students who are deaf often learn quickly by doing. A concept which may be difficult to communicate verbally may be explained more easily by a hands-on demonstration.
 - Use of an interpreter in large, group settings makes communication much easier. The interpreter will be a few words behind the speaker in transferring information; therefore, allow time for the student to obtain all the information and ask questions.

Using an Interpreter:

- Speak clearly and in a normal tone, facing the person using the interpreter (do not face the interpreter).
- Do not rush through a lecture or presentation. The interpreter or the deaf student may ask the speaker to slow down or repeat a word or sentence for clarification. Allow time to study handouts, charts, or overheads. A deaf student cannot watch the interpreter and study written information at the same time.
- Permit only one person at a time to speak during group discussions. It is difficult for an interpreter to follow several people speaking at once. Since the interpreter needs to be a few words behind the conversation, give the interpreter time to finish before the next person begins so the deaf student can join in or contribute to the discussion.
- If a class session is more than an hour and a half, two interpreters will usually be scheduled and work on a rotating basis. It is difficult to interpret for more than an hour and a half, and following an interpreter for a long time is tiring for a deaf student. Schedule breaks during lengthy classes so both may have a rest.

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- Provide good lighting for the interpreter. If the interpreting situation requires darkening the room to view slides, videotapes, or films, auxiliary lighting is necessary so that the deaf student can see the interpreter. If a small lamp or spotlight cannot be obtained, check to see if lights can be dimmed but still provide enough light to see the interpreter. If you are planning to present any video taped materials in your classroom, please order tapes that are closed captioned. Please request equipment that will display closed captioning, or request a VCR with a closed captioning decoder from Information Technology.
 - You may ask the student to arrange for an interpreter for meetings during office hours. Often the interpreter can schedule this time with you. For field trips and other required activities outside of regularly scheduled class time, the student must make a written request to the Special Needs Office as soon as possible.
 - Some courses require frequent use of a textbook during class time. The Special Needs Office can provide a desk copy to the interpreter for the semester will often facilitate communication. For technical courses, it can allow interpreters time to prepare signs for new vocabulary before interpreting the lecture.
 - Bound by a professional code of ethics, interpreters are hired by the College to interpret what occurs in the classroom; interpreters are not permitted to join into conversations, voice personal opinions, or serve as general classroom aides. Do not make comments to interpreters, which are not intended to be interpreted to the deaf student.

FREQUENTLY ASKED QUESTIONS

What is a disability?

An individual with a disability is defined as any person who;

1. has a physical or mental impairment which substantially limits one or more major life activities (including walking, seeing, hearing, speaking, breathing, learning, working, caring for oneself, or performing manual tasks),
2. has a record of such an impairment, or
3. is regarded as having such an impairment.

What is meant by "is regarded as having such an impairment" in the definition of disability?

For example, a person with a facial disfigurement may not have an impairment which substantially limits one or more major life activities, but others may regard him or her as having one due to how he or she appears.

Aren't "disability" and "handicap" the same thing?

A "disability" is a condition caused by accident, trauma, genetics or disease that may limit a person's mobility, hearing, vision, speech, or mental function. A person may have more than one disability.

A "handicap" is a physical or attitudinal constraint imposed upon a person; for example, stairs, narrow doorways, and curbs are handicaps imposed upon people with disabilities who use wheelchairs.

What is a reasonable accommodation?

A reasonable accommodation is a modification or adjustment to a course, program, service, job, activity, or facility that enables a qualified individual with a disability to have an equal opportunity to attain the same level of performance or to enjoy equal benefits and privileges as are available to an individual without a disability. Some common academic accommodations include extended time on tests, use of peer notetakers, use of computer with spellcheck, and provision of sign language interpreters.

How does a student become eligible to receive accommodations?

To become eligible, a student must have a documented disability and inform the College that he or she is requesting accommodations based on that disability.

A student must:

1. Contact the Special Needs Office
2. Provide documentation of the disability from a qualified professional
3. Consult with the Special Needs Professional to determine appropriate accommodations

Who determines the accommodation?

The Special Needs Professional determines the accommodations using:

- documentation of the disability from qualified professionals provided by the student,
- information gathered from a diagnostic student intake process, and
- information from appropriate College personnel regarding essential standards for courses, programs, services, jobs, activities, and facilities.

The determination of reasonable accommodations considers the following:

- the barriers resulting from the interaction between the disability and the campus environment;
- the array of accommodations that might remove the barriers;
- whether or not the student has access to the course, program, service, job, activity, or facility without accommodations; and
- that essential elements of the course, program, service, job, activity, or facility are not compromised by the accommodations.

Won't providing accommodations on examinations give an unfair advantage to a student with a disability?

Accommodations don't make things easier, just possible; in the same way eyeglasses do not improve the strength of the eyes, they just make it possible for the individual to see better. Accommodations are interventions that allow the learner to indicate what they know. Without the accommodations, the learner may not be able to overcome certain barriers. (Samuels M. 1992 - Asking the Right Questions. The Learning Centre. Calgary)

Accommodations are designed to lessen the effects of the disability and are required to provide fair and accurate testing to measure knowledge or expertise in the subject. Careful consideration must be given to requests for accommodations when the test is measuring a skill, particularly if that skill is an essential function or requirement of passing the course, such as typing at a certain speed or turning a patient for an x-ray. In such cases, please contact the LLCC Special Needs Professional for guidance.

The purpose of such academic accommodations is to adjust for the effect of the student's disability, not to dilute academic requirements. The evaluation and assigning of grades should have the same standards for all students, including students with disabilities.

For many test takers the most common accommodation is extended time. In specific circumstances, students may also require the use of readers and/or scribes, a modification of test format, the administration of examinations orally, or an alternative time for testing. For out-of-class assignments, the extension of deadline may be justified, especially if the student is relying heavily on support services (readers for term papers, etc.)

If testing accommodations are necessary, students are responsible for discussing the arrangement with their instructors., or, if specified in the Instructor Contact letter, instructors may send tests to the Learning Lab Testing Area.

What do I do when a student discloses a disability?

Ask for the Instructor Contact letter from the Special Needs Office if you haven't received one; this letter describes the accommodations that faculty are legally mandated to provide. During an office hour or at another convenient time, discuss the letter and the accommodations with the student. Instructors must receive a contact letter from the Special Needs Office to be eligible for accommodations. Otherwise, students requesting accommodations should be referred to the Special Needs Office to request services. The Special Needs Professional will determine the appropriate accommodations after reviewing documentation of the disability provided by the student.

Discuss any questions about recommended accommodations first with the student, then, if necessary, with the Special Needs Professional.

What if a student doesn't tell me about a disability until late in the semester?

Students have a responsibility to give instructors and Special Needs Professionals adequate time to arrange accommodations. Special Needs Professionals encourage students to identify early in the semester. Instructors can help by announcing in class and in the syllabus an invitation for students to identify themselves early in the semester: *"Any student who may need an accommodation due to a disability, please make an appointment to see me during my office hours. A letter from the Special Needs Office authorizing your accommodations will be needed."*

Once a student has identified to the instructor and requests disability-related accommodations authorized by the Special Needs Professional, the College has a legal responsibility to make *reasonable* attempts to accommodate the need, even late in the semester. There is no responsibility to provide accommodations prior to identification; for example, allowing the student to *re-take* exams with extended time.

Instructors should feel free to contact a Special Needs Professional for assistance on arrangements for last-minute requests.

What if I suspect that a student has a disability?

Talk with the student about your concerns regarding his or her performance. If the concern seems disability-related, ask if he or she has ever received assistance in a resource room in a high school. If it seems appropriate, refer the student to the Special Needs Office to apply for services. Whether to self-identify to Special Needs is the decision of the student; however, to receive accommodations, disclosure to Special Needs with proper documentation is required. If the student has never been evaluated for a learning disability, the Special Needs Office can administer a compensatory strategy assessment to identify characteristics of a potential learning disability. Then, the Special Needs Professional will refer the student to local resources where the student will be screened or tested by a licensed professional. Some of the resources offer a sliding fee schedule.

What if a student with a disability is failing?

Treat the student as you would any student who is not performing well in your class. Invite the student to your office to discuss reasons for the failing performance and what resources the student may use to improve performance. Encourage the student to see the Special Needs Professional to discuss some additional strategies to improve his or her grades. Contact the Special Needs Professional who initialed the Instructor Contact letter to discuss any additional concerns.

What if a student with a disability is often absent?

Talk with the student to discuss your concerns that absences are affecting class performance. Remind him or her of your policy on class absences. Refer the student to the Special Needs Professional if too much class work has been missed.

What is a notetaker?

A notetaker is another college student who agrees to provide copies of lecture notes taken during class. The notetaker may make copies of notes in the Learning Resource Center at no charge.

How can I assist a student with getting notes?

The Instructor Contact letter will document the need for notetakers. Students who cannot take notes or have difficulty taking notes adequately due to the effects of their disability can be accommodated in a number of ways including: allowing them to tape record lectures, assisting them in obtaining a notetaker, and providing them with an outline of lecture materials and copies of overhead transparencies.

What should I do if a student who is deaf or hard of hearing shows up in my class without an interpreter?

In the unlikely event that a student shows up for the first day of class without an interpreter, the student should be referred to the Special Needs Office. The Special Needs Professional will then attempt to schedule an interpreter or work with the student to rearrange his or her schedule into classes where an interpreter is already provided.

Who is responsible for requesting an interpreter?

Students requiring an interpreter for class must make the request to the Special Needs Office. For outside class requirements, such as field trips or other assigned activities, as well as office hours, students should request the interpreter in writing as soon as possible. For a College-related event, such as a meeting, workshop, or discussion group, the sponsoring department or organizer should request an interpreter from the Special Needs Office.

Do I need to alter my teaching style with an interpreter present?

Interpreters are professionals who facilitate communication between hearing individuals and people who are deaf or hard of hearing. The role of the interpreter is similar to that of a foreign language translator: to bridge the communication gap between two parties.

Some adaptations in presentation style may be helpful when using a sign language interpreter. The interpreter will let you know if you need to slow down your rate of speaking or if they need you to repeat any information. A desk copy of the book is especially helpful for the interpreter when the class is using examples or doing exercises from the text. Please realize that if students are looking at the interpreter, they cannot be reading a book, writing, or taking notes; a pause for the students to finish their task may be required before continuing the lecture.

What can I expect if there is an interpreter in my classroom?

Interpreters are bound by the code of ethics developed by the National Registry of Interpreters for the Deaf, which specifies that interpreters are to serve as communication intermediaries who are not otherwise involved.

When an interpreter is present, speak directly to the deaf or hard of hearing person rather than to the interpreter, and avoid using phrases such as "tell him" or "ask her."

- Speak normally; noting that there may be a lag time between the spoken message and the interpretation.
- When referring to objects or written information, allow time for the translation to take place. Replace terms such as "here" and "there" with more specific terms, such as "on the second line" and "in the left corner."

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- In a conference room or class environment, the deaf student and interpreter will work out seating arrangements, with the interpreter usually located near the speaker.
 - Inform the interpreter in advance if there is an audiovisual element in a presentation, so arrangements can be made for lighting and positioning.
 - In sessions that extend longer than one hour, the interpreter may require a short break to maintain proficiency in interpreting.

What should I do if my class needs to evacuate the building due to an emergency?

Students should let you know at the beginning of the semester if they will need assistance during an emergency.

- Students who are blind or have low vision may need a "buddy" to assist them exit the building.
- Some students with head injuries or psychiatric disabilities may become confused or disoriented during an emergency and may also need a "buddy."
- Students who use wheelchairs should NOT use the elevator but should wait for assistance to exit the building.

What if a student has a seizure in my classroom?

The Special Needs Office encourages students with seizure disorders to inform their instructors about what should be done if a seizure occurs during class time. Some students request that Security be called immediately, others request action as listed below.

Seizures happen when there is a sudden electrical discharge in the brain. Each individual has a unique reaction. A seizure can result in a relatively slight reaction, such as a short lapse in attention, or a more severe reaction known as a grand mal, which involves convulsions. Seizure disorders are generally controlled by medication, so the possibility of a seizure in the classroom is rare. If one does occur, the following actions are suggested:

- Keep calm. Ease the student to the floor and open the collar of the shirt. You cannot stop a seizure. Let it run its course and do not try to revive the student.
- Remove hard, sharp, or hot objects which may injure the student, but do not interfere with his or her movements.

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- Do not force anything between the student's teeth.
 - Turn the student's head to one side for release of saliva. Place something soft under the head.
 - Make sure that breathing is unobstructed, but do not be concerned if breathing is irregular.
 - When the student regains consciousness, let him or her rest as long as desired.
 - To help orient the student to time and space, suggest where he or she is and what happened.
 - If the seizure lasts beyond a few minutes, or if the student seems to pass from one seizure to another without regaining consciousness, contact the campus Safety and Security office. This rarely happens, but when it does, it should be treated immediately.

For additional information call or visit the Special Needs Office at U-310 in the Learning Lab in the lower level of the library, 786-2828, or 786-2798 (TDD).

THE LAW

Section 504 of the Rehabilitation Act:

Section 504 of the Rehabilitation Act of 1973 states that ... "No otherwise qualified individual with a disability in the United States ... shall, solely by reason of ... disability, be denied the benefits of, be excluded from the participation in, or be subjected to discrimination under any program or activity receiving federal financial assistance."

A person with a disability includes ... "any person who (1) has a physical or mental impairment which substantially limits one or more major life activities [including walking, seeing, hearing, speaking, breathing, learning, working, caring for oneself, and performing manual tasks], (2) has a record of such an impairment, or (3) is regarded as having such an impairment."

A "qualified person with a disability" is defined as one ... "who meets the academic and technical standards requisite to admission or participation in the education program or activity." Disabilities covered by legislation include (but are not limited to) AIDS, blindness, cancer, cerebral palsy, diabetes, epilepsy, head injuries, hearing disabilities, specific learning disabilities, loss of limb(s), multiple sclerosis, muscular dystrophy, emotional disabilities, speech disabilities, spinal cord injuries, and vision disabilities.

Under the provisions of Section 504 of the Rehabilitation Act of 1973 ... the College may not discriminate in the recruitment, admission, educational process, or treatment of students. Students who have self-identified, provided documentation of disability, and requested reasonable accommodations are entitled to receive approved modifications of programs, appropriate academic adjustments, or auxiliary aids that enable them to participate in and benefit from all educational programs and activities.

A college or university may not:

- Limit the number of students with disabilities admitted
- Make pre-admission inquiries as to whether or not an applicant has a disability
- Use admission tests or criteria that inadequately measure the academic level of students with visual, hearing or other disabilities because provisions were not made for them
- Exclude a student with a disability from any course of study solely on the basis of his/her disability
- Counsel students with disabilities towards a more restrictive career than students without disabilities, unless such counsel is based on strict licensing or certification requirements in the profession
- Measure student achievement using modes that adversely discriminate against students with disabilities
- Institute prohibitive rules that may adversely affect the performance of students with disabilities

Modifications and accommodations for students with disabilities include:

- Architectural barrier removal
- Services such as readers for students with blindness, low vision or learning disabilities, qualified interpreters and notetakers for students who are deaf or hard of hearing, and notetakers for students with learning disabilities or orthopedic disabilities
- Modifications or substitutions of courses in major fields of study or degree requirements on a case-by-case basis (such accommodation need not be made if the institution can demonstrate that the changes requested would substantially alter essential elements of the course or program)
- Extra time to complete exams
- Exams individually proctored, read orally, dictated, or typed
- Alternative formats and methods for students to demonstrate course mastery
- Computer software programs or other assistive technological devices to assist in test taking
- Availability of such learning aids as tape players and word processors

Americans with Disabilities Act (ADA):

Section 504 of the Rehabilitation Act of 1973 contains more specific information about compliance issues in post-secondary education than the Americans with Disabilities Act (ADA) of 1990. The ADA did extend the law to cover private institutions of higher education as well as those receiving federal funding. Colleges and universities have experienced more rigid enforcement of the law with the passage of the ADA due to an increased awareness of people with disabilities about their rights to equal access to programs and services.

Recent Legal Decisions:

A college must provide the accommodation. Students are not required to assume the responsibility for securing a necessary accommodation. A college is required to provide reasonable accommodations for a student's known disability so that the student has an equal opportunity to participate in the courses, activities, or programs. The Office of Civil Rights (OCR) ruled that a college may not charge students for necessary accommodations.

Expense of accommodation is not undue hardship. Providing an auxiliary aid or incurring an expense to ensure access would not constitute undue hardship to a college. In determining what constitutes an undue hardship, the OCR views the entire financial resources of a college or university rather than any single department.

Classroom must be accessible. A classroom's location must be changed to provide accessibility for a student with a mobility disability. A college does not need to make every classroom accessible, but must provide for the participation of students with disabilities when "viewed in its entirety."

Extended time. Extended time is a reasonable accommodation for a student whose documentation specifically requires it. A college is required to ensure that the student is provided additional time to complete tests and/or course work in order to provide an equal opportunity for that student.

Altered form of exam. The form of an exam must be altered if the testing procedure puts a student with a disability at a disadvantage based on the student's documented disability. There may be an exception when the purpose of the test is to measure a particular skill.

Accommodation must be documented. A college may refuse to grant a student's request for an accommodation which is not specifically recommended in the student's documentation.

Handouts in alternate format. If a student with a visual disability is enrolled in a class, all handouts must be provided in an appropriate alternate format and made available to students on the same day they are distributed to students without disabilities.

Diagnostic information confidential. Faculty/staff do not have the right to access diagnostic information regarding a student's disability. Faculty/staff need only know the accommodations that are necessary to provide an equal opportunity for the student.

Personal liability. An individual faculty member who fails to provide an accommodation to a student with a documented disability may be held personally liable.

Academic freedom. Academic freedom does not permit instructors to decide if they will provide special aids and services for students with documented disabilities in the classroom.

Personal services and aids. A college is not required to provide personal services such as attendant care or personal aids such as wheelchairs or eyeglasses.

Disability Access Statements:

All programs/events at the College must be accessible. When planning conferences, events, and activities, designate someone to be responsible for handling requests for accommodations. In registration brochures, invitations, or fliers, use the following access statement:

"To request accommodations for a disability, please contact (name, department, address, phone number)."

Publications, such as course syllabi, college bulletins, program brochures, class schedules, newsletters, and instructional publications must be provided in alternative formats (Braille, large print, tape, computer disk) upon request; Special Needs Office, 786-2828, can provide assistance with document conversion. In these publications please print the following statement:

"This publication/material is available in alternative formats upon request. Please contact (name, department, address, phone number)."

RIGHTS AND RESPONSIBILITIES

Students with disabilities at Lincoln Land Community College have the right to:

Equal access to courses, programs, services, jobs, activities, and facilities offered by the College;

- Equal opportunity to work, learn, and receive accommodations, academic adjustments and/or auxiliary aids and services;
- Confidentiality of information regarding their disability as applicable laws allow;
- Information available in accessible formats.

Students with disabilities at Lincoln Land Community College have the responsibility to:

- Meet qualifications and maintain essential institutional standards for the programs, courses, services, jobs, activities, and facilities;
- Identify to Special Needs as having a disability in order to receive accommodations and to seek information, counsel and assistance as necessary;
- Provide documentation to Special Needs from a qualified professional about how their disability limits participation in courses, programs, services, jobs, activities, and facilities;
- Follow published procedures for obtaining reasonable accommodations, academic adjustments, and/or auxiliary aids and services.

Lincoln Land Community College has the right to:

- Identify and establish essential functions, abilities, skills, knowledge, and standards for courses, programs, services, jobs, activities, and facilities and to evaluate faculty, staff, and students on this basis;
- Request and receive, through the Special Needs Office, current documentation from a qualified professional that supports requests for accommodations, academic adjustments, and/or auxiliary aids and services;
- Deny a request for accommodations, academic adjustments, and/or auxiliary aids and services if the documentation does not demonstrate that the request is warranted, or if the individual fails to provide appropriate documentation;
- Select among equally effective accommodations, adjustments, and/or auxiliary aids and services;
- Refuse to provide an accommodation, adjustment, and/or auxiliary aid and service that imposes a fundamental alteration on a program or activity of the College.

Lincoln Land Community College has the responsibility to:

- Accommodate the known limitations of an otherwise qualified student with a disability;
- Provide information to faculty, staff, students, and guests with disabilities in accessible formats upon request;
- Ensure that courses, programs, services, jobs, activities, and facilities, when viewed in their entirety, are available and usable in the most integrated and appropriate settings;
- Evaluate faculty, staff, students, and applicants on their abilities, not their disabilities;
- Provide or arrange accommodations, academic adjustments, and/or auxiliary aids and services for faculty, staff, students, and guests with disabilities in courses, programs, services, jobs, activities, and facilities;
- To maintain appropriate confidentiality of records and communication, except where permitted or required by law;
- To maintain academic standards by providing accommodations without compromising the content, quality, or level of instruction.

Selected Resources Used in the Preparation of this Guide

Accommodations or Just Good Teaching? - Strategies for Teaching College Students with Disabilities. (1997). Edited by: Hodge, Bonnie and Jennie Preston-Sabin. Praeger Publishers, CT.

Association on Higher Education and Disability (AHEAD). Faculty Inservice Education Kit. AHEAD Special Interest Group Chairs. (1997). Disability 101 - A Presentation at the AHEAD '97 Annual National Conference. Boston, MA.

Burton, Lois and Garrett, Bonnie (1995). Instructional Tips for Teaching Students With Disabilities: A Reference Guide for Faculty. Anne Arundel Community College.

City College of San Francisco. (1996). Faculty Handbook: A Guide for Empowering Students with Disabilities.

Communicating with a Student Who is Deaf. Seattle Community College. Regional Education Center for Deaf Students.

Equal Access to Software and Information (EASI). (1994). Etiquette for communicating with individuals with disabilities. [Brochure]. Washington, DC: author.

Miami-Dade Community College, North Campus. (1997). The College Access, Retention and Employment (CARE) Program Model.

Rapp, Rhonda and Turner, Cynthia. (1993). Keys for Success - Academic Advising for Disabled Students. (Presentation at the Annual Conference of the Association on Higher Education and Disability). St. Philip's College.

Thompson, Ann and Bethea, Leslie. (1996). A Desk Reference Guide for Faculty Staff and College Students with Disabilities. Mississippi State University - Project PAACS.

University of Maryland - College Park. (1990). Guidelines for using inclusive language and illustrations in university publications. [Brochure].

University of Maryland - College Park. (1990). Reasonable Accommodations: Teaching Students with Disabilities. [Brochure].

University of Michigan. (1995). Policies and Procedures Related to Students With Disabilities.

University of Minnesota - Twin Cities Campus. (1995). Access for Students with Disabilities: Policies, Procedures, and Resources.

University of New Orleans. (1993). Disabled Student Services Faculty Manual.

University of Washington. (1995). Working Together: Faculty and Students with Disabilities. Project DO-IT.

Williams, Sue S. (1995). Faculty Handbook. Georgia Southern University.

Below are additional national and local sources of information on disability-related topics:

The ADA Information Center, (800) 949-4232 (V), (301) 217-0124 (V/TTY), www.adainfo.org
Association on Higher Education and Disability (AHEAD), P.O. Box 21192, Columbus OH 43221-0192, (614) 488-4972 (V/TTY), (614) 488-1174 (Fax), <http://www.ahead.org/> Contact AHEAD for a list of available publications, such as:

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- Testing Accommodations for Students with Disabilities, by Warren L. King, James Baker and Jane E. Jarrow
 - The Impact of Section 504 on Postsecondary Education: Subpart E, by Jane E. Jarrow
 - Issues in Higher Education and Disability Law, by Jeanne Kincaid, Esq. and Jo Anne Simon, Esq.
 - Title by Title: The ADA's Impact on Postsecondary Education, by Jane E. Jarrow

American Association for the Advancement of Science, (202) 326-6630 (V/TTY)

American Council of the Blind, (800) 424-8666, (202) 467-5081

Disability Compliance For Higher Education. Published by LRP Publications, Dept. 420, 747 Dresher Rd., P.O. Box 980, Horsham, PA 19044-0980

Educational Resources Information Center (ERIC), (800) LET-ERIC, (800) 538-3742

HEATH Resource Center, American Council on Education, One Dupont Circle, Washington, DC 20036-1193, (800) 544-3284 (V), (202) 939-9320 (TTY)

Job Accommodation Network (JAN), (800) 526-7234

Learning Disabilities Association, 4156 Library Road, Pittsburgh, PA 15234, (412) 341-1215

Maryland Relay Service, (800) 735-2258 (to call a person who uses a TTY)

National Center for Learning Disabilities, (212) 687-7211, (703) 451-2078

National Federation for the Blind, (301) 946-0653

National Information Center for Children and Youth with Disabilities, (800) 695-0285 (V/TTY), (202) 884-8200 (V/TTY), (202) 884-8441 (Fax)

National Information Center on Deafness, (202) 651-5051 (V), (202) 651-5052 (TTY), NICD@gallux.gallaudet.edu

President's Committee on the Employment of People with Disabilities, (202) 376-6200 (V), (202) 376-6205

Project GATE (Gaining Access: Transition to Employment), Calhoun Community College, (205) 306-2866 (V/TTY), (205) 306-2885 (Fax)

Project PAACS - Mississippi State Univ., (800) 582-2233 (TTY Relay System), (601) 325-3263 (Fax)

Recordings for the Blind and Dyslexic, (800) 221-4792

RESNA, Inc. (Rehabilitation Engineering), (703) 524-6686, ext. 313

Self-Help for the Hard of Hearing (SHHH), (301) 657-2248 (V), (301) 913-9413 (Fax)

Sign Language Associates, (301) 588-7591 (a local source for sign language interpreters)

Spinal Cord Injury Hotline, (800) 526-3456

US Department of Education - Office of Civil Rights, (215) 596-6795 (V), (215) 596-6794

US Equal Employment Opportunity Commission, (202) 663-4691

Internet Resources (many of these sites will provide links to a wealth of other resources to explore):

Canisius College Disability Support Services. www.canisius.edu/canhp/departments/dss/

Disabled Student Services in Higher Education Listserv; send subscription request to <DSSHE-L@UBVM.CC.BUFFALO.EDU>

Equal Access to Software and Information (EASI). www.isc.rit.edu/~easi/

MD Technology Assistance Program. www.mdmap.org/

Project DO-IT. weber.u.washington.edu/~doit/

TransCen, Inc. www.transcen.org

University of Minnesota - Twin Cities Campus. www.disserv.stu.umn.edu/ag-s/

University of Maryland - College Park. www.inform.umd.edu/EdRes/Topic/Disability