Accommodations 101:
What every instructor needs to know about accommodations in the classroom

DSPS City College
MYTH: People think that accommodations make it unfair for individuals who do not have a disability.

FACT: Accommodations level the playing field for a student with a disability who would otherwise be at a disadvantage.

i.e. A student who is deaf will need an interpreter to “hear” the lecture.
Why Do We Provide Accommodations?

MYTH: Some instructors lower their expectations for students with disabilities, which interferes with academic integrity and devalues the learning process.

FACT: Students with disabilities must be treated equally; they deserve the right to succeed as well as the right to fail.

i.e. An instructor gives a different test with less questions to a student with a disability. The student fails the test but the instructor passes the student because they feel sorry for them.
It is the LAW to provide students with disabilities reasonable accommodations.

(ADAA; Section 508, Section 504: CA SB 105)

Reasonable accommodations are modifications within the course to enable students with disabilities to perform the essential requirements of the curriculum.
Types of Disabilities

- Visual Impairments
- Hearing Impairments
- Mobility Impairments
- Learning Disabilities
- Psychological Disabilities

Often it is not the disability itself that needs accommodations but the functional limitations of the disability are what is addressed for student success.
Visual Impairments

The three types of visual impairments are:

- Blindness
- Low Vision
- Color Blindness
Hearing Impairments

The three types of hearing impairments are:

- Deaf
- Hard of Hearing
- Deaf-Blindness
Mobility Impairments

There are many types of orthopedic or mobility impairments that result from:

• Congenital Conditions
• Accidents, or
• Progressive Neuromuscular Diseases.
Learning Disabilities

A Learning Disability is a permanent condition that affects the way some students take in, retain and express information.

The types of learning disabilities include:

• Dyslexia - reading & language-based disability
• Dyscalculia - mathematical disability
• Dysgraphia - writing or fine motor skills deficit
• ADD/ADHD - attention deficit disorder
Psychological or Intellectual Disability is any illness of the mind, such as
• altered perceptions,
• memory,
• emotional balance,
• thought or behavior.
Reasonable Accommodations

Here are some reasonable accommodations that will assist students with various disabilities and your responsibility in the process.

- Test Proctoring
- Note-taking Assistance
- Interpreting Services
- Captioning
- Adaptive Classroom Furniture/Seating
- Adaptive Equipment
- Alternate Media
Test Proctoring Examples

- *Extended Time on Tests
- *Distraction Reduced Environment
- *Oral Administration of Examinations
- Alternate Media Formatted Tests
- Use of Specialized Equipment / Assistive Computer Technology

*accommodations may be performed by instructor
Student Responsibility:

A student receiving test proctoring as an accommodation signs an agreement that they will:

• Sign up with DSPS for each individual test 1 week in advance and 2 weeks in advance for finals
• Student reports to DSPS on the reserved test day (changes in date are cleared with the instructor)
• DSPS returns the completed test via campus email and/or campus email (on request) to the faculty
Instructor Responsibility:

The instructor is responsible for the following:

- Completes the Instructor Notification for test proctoring (pink form)
- Notes all test specifications on form (how is the test delivered in the classroom)
- Delivers test and Notification form to DSPS at least 24 hours in advance
- Alerts DSPS to any changes or adjustments for the test
DSPS Responsibility:

- Proctors Test
- Creates any alternate formats needed
- Uses the same specifications and parameters as outlined by the instructor
- Reports any issues or concerns to the instructor
- Returns to faculty mail-box or scan and email the same day
Note Taking Assistance

A note taking accommodation is listed on the student’s Authorized Academic Accommodation letter (AAA Letter).

- The student shares the AAA Letter with the instructor.
- It is the instructor’s responsibility to ask for a volunteer note taker within the class.
- The student provides the note taker with NCR paper supplied by the DSPS Office.
- Student volunteers can receive credit for sharing their notes with students with disabilities in the class.
- Student confidentiality is respected.
Interpreting Services

ASL Interpreters and Real Time Captionists (RTC) are provided for hearing impaired/Deaf students by the College.

• Student must be registered with DSPS prior to request for services.
• Student meets with DSPS counselor each semester to determine need based on class schedules.
• Instructors are notified immediately to expect this accommodation.
• Interpreters attend class with student and act as the “voice” between the instructor and the student.
• Instructors need to accommodate the interpreters/captionists with seating and front of room access.

*See QuickTips for Working with Deaf/Hearing Impaired Students.
Captioning

Captioning is required on all instructional and informational materials purchased by federal or state funding (Section 508).

- All videos/multimedia purchased must be closed-captioned.
- Only closed-captioned videos/multimedia may be shown in a classroom.
- It is the instructor’s responsibility to ensure all class materials are accessible to all students.
Adaptive Classroom Furniture

• Some students require
  • special chair, table or foot rest during class because of their physical impairments. Some may need seating near a door or in the front of the classroom. Some may need a table due to their mobility limitations.
  • Please honor those students by ensuring that they maintain possession of this equipment throughout the semester.

Please make sure that any adaptive equipment stays in the classroom.

If you have any concerns or questions on adaptive classroom furniture, contact your department chair or Dean.
Adaptive Classroom Equipment

Some students with a verified learning disability are allowed to tape record classes as an accommodation. These students are required to sign an agreement which indicates that the tapes will not be sold or used for any other purpose than their own educational needs.

Other students may have the accommodation of a word processor, an electronic dictionary or other adaptive aids to process classroom information.
Alternate Media

• Alternate Media can take many formats:
  • Audio Description
  • Braille
  • Tactile Graphics
  • Large Print
  • Electronic Text (e-text)
  • Audio Books (or MP3’s)
  • Web Access
Audio Books or CD

- Audio books are produced for students who cannot read standard print because of a visual, perceptual or other physical disability.
  - Textbooks on CD are provided by Recording for the Blind and Dyslexic (RFB&D), the ATPC and ATN, as well as Leaning Ally. If available through the networks books are produced on campus.
- It can take 1-2 week process to obtain an audio CD. It can take 2-3 weeks to produce our own audio book.
Audio Books or CD-Instructor’s Responsibility

- Faculty members are encouraged to make textbook selections as far in advance as possible and to avoid changing the selections unless there are compelling reasons.

- Faculty are also asked to provide syllabi, handouts and other course materials as far in advance as possible and to utilize electronic text (E-text) when available.
Using the World Wide Web

• At the click of a mouse, the world can be "at your fingertips"—that is,
  • if you can use a mouse and
  • if you can see the screen and
  • if you can hear the audio—in other words, if you don't have a disability of any kind.
Accessible Web Design-Instructor’s Responsibility

• The most universal format for usability is text, because it can be transformed into
  • light for the eyes (on a computer screen),
  • sound for the ears (through a screen reader),
  • and Braille for the hands (through a Braille display).

• Visit our website to assist you in designing your accessible web pages and checking other web pages for accessibility.

  • http://www.sdcity.edu/CollegeServices/StudentSupportResources/DSPSDisabilitySupportProgramsandServices/StudentandFacultyResources
Any Questions? or For More Information

Contact the Disability Support Programs and Services in A 115 on campus or call 619—388-3513.