

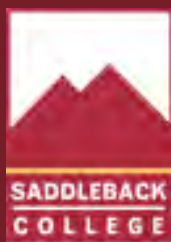
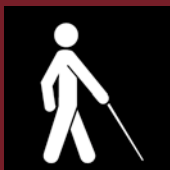
Partnerships

A Faculty Guide to Special Services

Large Print



CC



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ACKNOWLEDGMENTS

This is the third edition of Special Services faculty handbook. The first edition was largely due to the work of Loma Hopkins in 1993, as well as our preceding Director of Special Services, Randy Anderson. The second edition was made possible with a generous support from the South Orange County Community College Foundation. The faculty and staff of Special Services continue to provide suggestions and feedback making it a “living document” on the Special Services web page. This edition has been updated by our current Special Services Coordinator, Ardith Lynch.

Finally, Disabled Student Programs and Services offices located at colleges and universities throughout California partner together to share information. This generous collegiality enables campus to bring best practices into Disabled Student Services.

INTRODUCTION TO “PARTNERSHIPS”

Teaching and serving students at Saddleback College is a “partnership” between individual faculty and the student. Special Services faculty and staff are here to support both the student and the faculty in the implementation of educational accommodations assigned to the disabled student. Educational success is partially determined through a relationship, which both supports and provides an effective learning environment for all students. Disabled students are provided educational accommodations that focus on their different “learning strengths” or “learning abilities” so that educational limitations (also known as barriers) are minimized in order to maximize educational success.

Students with disabilities are most successful when issues related to access, discrimination, and learning are addressed in an open forum when the student, faculty and college assume the responsibility of learning. This faculty handbook was designed to give faculty procedural and classroom information related to students with disabilities. Adapted educational tools, technology and teaching strategies have been recommended in addition to information concerning student’s legal rights and reasonable academic accommodations. It is hoped that the handbook equips faculty with the tools and strategies to empower faculty in their “partnership” role with students.

It is hoped that this handbook is both informative and applicable for all faculty approaching each student’s learning styles and in consideration of your pedagogy. Please contact Special Services with additional questions and concerns regarding students with disabilities.

Special Services Team

7/18/11

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Instructors Quick Overview

Special Services (Disabled Student Programs and Services) is committed to serving students with disabilities enrolled at Saddleback College and to serve the faculty in their instructional capacity. Special Services is a reliable source of information, consultation and liaison for all classroom and campus disability issues.

- To qualify for services, students must have a known or documented disability, verification by an appropriate professional, and an educational limitation that precludes the student from fully participating in general instruction without specialized services or academic adjustments. Students should apply for eligibility in Special Services immediately after they complete their application for admission to the college.
- Students are encouraged to speak with their instructors early in the semester to discuss their educational functional limitations and to make their instructors aware of authorized academic adjustments. Students are not required to disclose their specific disability but may do so out of personal choice. Students must inform you of their functional limitations within a reasonable time frame before quizzes, exams or finals.
- All information related to a student's disability must remain **confidential**. If you have any questions concerning a student or disability, please contact the Special Services department for information at 949-582-4885 or in person in SSC 113.
- Special Services recommends that you include a statement on all of your course syllabi such as:

“Students with disabilities who believe they are eligible for reasonable accommodations in this class are encouraged to contact Special Services in the Student Services Center, SSC 113, as soon as possible to ensure that accommodations are authorized in a timely manner. Any information you share, directly related to your disability with the instructor will remain confidential”.
- The Office for Civil Rights has stated that a college is not required to lower or effect substantial modifications to essential requirements...and does not have to make modifications that would fundamentally alter the nature of a service, program or activity. The burden of proof in this area lies within the instructor's written technical standards of the course and curriculum. The student's career path or educational objective is also important to any modification of academic requirements.

Emergency Procedures

In the event of an immediate evacuation or emergency situation **ask the student how you can assist them.** Emergency procedures are posted in each classroom and Campus Safety or 911 (if necessary) should be called. The Student Health Center and/or the Counseling Center can assist you in a crisis situation.

Accommodations and Accommodated Testing

Some student's **legal accommodations** may include a speech amplifier, sign language interpreter, note taker, real time captionist, tape recorder, calculator, scribe, large print, adapted computer, electronic text, Braille, extended testing time or testing in a noise/distraction reduced room, etc.

- It is the **student's responsibility** to notify you and to provide authorization to you from Special Services (please request it) in a timely manner.
- It is **your responsibility** (faculty) to provide your quiz or exam to Special Services in a timely manner if you refer a student for accommodated testing. If you have any questions or concerns please contact Special Services.

Faculty Liaison

It is very important that Special Services staff be available to you to discuss disability issues and concerns, especially related to making classroom or lab presentations and experiences accessible to students with disabilities. Please contact us in person, email or leave a phone message where we can contact you.

Grievance Procedures – ADA/504 Officer

Students with disabilities are covered by the same grievance and academic standard procedures/policies of the college and district, as is any other student. If you or one of your students believes that they have been **discriminated against due to a disability**, you should contact the Coordinator of Special Services and/or the **campus ADA/504 office (Vice President of Student Services)**. The college ADA discrimination procedure is available in Special Services or the Office of the Vice President of Student Services.

If you or one of your students **does not agree with an authorized academic adjustment or reasonable accommodation**, you should contact the Coordinator of Special Services and/or the campus ADA/504 officer. The **district Academic Adjustment Procedure** (and disability related course substitution) procedures is available in Special Services or the Office of the Vice President of Student Services.

Special Services: Who Are We and Where are We?

Main Office

Room SSC 113

Students begin the process in the main office. Students apply for services here, where their disabilities are verified and accommodations are assigned. Students are seen for counseling appointments here.

The following faculty and staff are located here:

Ardith Lynch, Coordinator, Special Services
Loma Hopkins, Counselor, Special Services
Zina Boratynec, Counselor, Special Services
Michael Hoggatt, Instruction, Special Services

Associate Faculty include:

Brenda Fitzgeorge, Counselor, Special Services
Dr. Tina Shaffie, Counselor, Special Services
Connie Jackson, Counselor, Special Services
Dr. Phong Luong, Counselor, Special Services

Staff:

Leanne Bean, Senior Administrative Assistant, Special Services
Kathy Schultz, Counseling, Office Assistant, Special Services
Marlene Sais, Disabled Student Program Specialist

Learning Disabilities Program

Room SSC 224

The Learning Disabilities Program provides Assessment and Evaluation for Learning Disabilities. Students are referred for LD Assessment after they meet with a Special Services Counselor.

The following faculty and staff are located here:

Dr. Kim d'Arcy, Lead Learning Disabilities Specialist, Special Services

Associate Faculty include:

Mindi Wolf, Disabilities Specialist, Special Services
Dr. Brooke Choo, Disabilities Specialist, Special Services

Staff

Marie Bowman, Disabled Student Program Specialist, Learning Disabilities

Alternate Media Production

Room Vil 23-1

Mike Sauter, Alternate Media Specialist, Special Services

Accommodated Testing

Room Vil 28-1

Sylvia Barley, Disabled Student Program Specialist, Special Services

Summer Lesnia, Program Assistant, Special Services

Adapted Kinesiology (KNEA)

PE

Michael Bennett, Faculty Chair KNEA Instruction

Associate Faculty include:

Ron Hastings, KNEA Instruction

Pam Patterson, KNEA Instruction

Omar Yunes, KNEA Instruction

Ted Williams, KNEA Instruction

Staff

Marilyn Lantz, Office Assistant, KNEA

Special Services Instruction

Vil 29-1 & Vil 29-2

Michael Hoggatt, Faculty Chair Instruction, Special Services

Associate Faculty include:

Ann Novick

Penny Flaherty (Emeritus Program- Lip Reading & Hearing Conservation) (FS Senior Ctr)



Chapter 1

Interacting With Someone With A Disability

Students with disabilities are first students. Focus on their individualities not their disabilities or differences.

Etiquette

When introduced it is appropriate to shake hands. Individuals with limited hand use or artificial limbs can usually shake hands and often do. Offering to shake with the left hand is also acceptable.

Treat students as adults with sensitivity and respect. Be careful not to patronize, belittle or attempt to assist without asking the individual first. If an offer to assist is declined, do not insist. If an offer is accepted, ask for instructions. **Be careful not to lean on the student's wheelchair as it is consider part of their body space.**

Look and speak directly to the individual with the disability rather than to a companion. This is also true for a student with a sign language interpreter. Maintain eye contact with the student, not the interpreter.

If a student with a visual disability asks for assistance, allow the student to take your arm at or below the elbow to guide them rather than push them. If the student is blind, **say your name first** when greeting them so they will know who is speaking.



Conversational Etiquette

You do not need to worry about saying something related to the student's disability like "See you later," or "stand over there". Students with disabilities use these sayings too. Greet a student with a visual disability by identifying yourself and anyone that is with you. Indicate in advance when you will be moving from one place to another and let it be known when the conversation is at an end.

To gain attention of someone who is hard of hearing, try tapping them on the shoulder or wave your hand a little. Speak clearly and reduce your rate of speech (add a pause between your phrases). Exaggerating your speech movements or shouting does not assist the person to understand. On the contrary, it makes it more difficult to understand someone's speech.

When speaking to a student who is hard of hearing, make sure you are facing a light source and keep your hands away from your mouth while speaking. Do not speak with your back turned to the student while writing on a chalkboard. Written notes are acceptable for short conversations.

While speaking to a student in a wheel chair for extended periods of time, sit down so that you are at eye level. Neck muscles become fatigued when looking up for an extended period of time.

Listen attentively to a student with a speech disability. Encourage but do not correct. Ask short questions if necessary and ask the student to rephrase if you do not understand. It isn't helpful to pretend to understand: It will be noticed by the person. Repeat what you do understand and ask for confirmation. Be patient, but honest, about your level of understanding. Request that the student, if they can, write some of their words to help you understand.

Vocabulary Etiquette

AVOID:

Handicap or handicapped

Afflicted with or victim of ...

Deaf and dumb.

Normal...

Words that are offensive, dehumanizing, Degrading, and/or stigmatizing. (Mongoloid, deformed, defective, crippled)

SAY:

Disability or student with a disability. Emphasis on individual not the disability.

Student who had a spinal cord injury, Student who has a learning disability.

Student who is deaf or hard of hearing. The inability to hear or speak is not an indicator of intelligence.

A student that does not have a disability.

Correct terms: Cerebral palsy, Quadriplegia, Down Syndrome, seizure disorder, speech-language disability or learning disability.

The Law and Disability-Related Legislation

Federal and State laws require postsecondary institutions not to discriminate against persons with disabilities in either the delivery of services or in access to programs. These laws are designed to provide persons with disabilities an equal opportunity to succeed – not an advantage over students without disabilities.

Section 504 of the Rehabilitation Act of 1973



“No otherwise qualified individuals with disabilities in the United States shall solely, by reason of his or her disability, be excluded from partnership in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving federal financial assistance.”

Definition of Terms

A person with a disability is an individual with a physical or mental condition that limits* one or more major life activities. An individual is considered to be a person with a disability if she/he (1) has a verified disability, (2) has a verifiable history of a disability, or (3) is perceived by others as having a disability.

(* California State Law changed, “substantially limits” to read “limits in California”)

Under the provisions of Section 504, Saddleback College may not:

- **Limit the number of otherwise qualified students with disabilities admitted;**
- **Exclude an otherwise qualified student with a disability from any course of study;**
- **Provide less financial assistance to students with disabilities than is provided to non-disabled students, or limit eligibility for scholarships on the basis of disability;**
- **Counsel students with disabilities into more restrictive career paths than are recommended to non-disabled students;**
- **Measure student achievement using modes that adversely discriminate against a student with a disability;**
- **Or establish rules and policies that have the effect of limiting participation of students with disabilities in educational programs or activities.**

The Americans with Disabilities Act (ADA)

The Americans with Disabilities Act, signed by President George Bush in 1990, is civil rights legislation designed to eliminate discrimination against individuals with disabilities.

The ADA prohibits discrimination on the basis of disability in employment, State and local government, public accommodations, commercial facilities, transportation, and telecommunications. It also applies to the United States Congress.

To be protected by the ADA, one must have a disability or be regarded as a person with a disability. An individual with a disability is defined by the ADA as one person who has a physical or mental impairment that substantially limits one or more major life activities, a person who has a history or record of such an impairment, or a person who is perceived by others as having such an impairment. The ADA does not specifically name all of the impairments that are covered.

Title I covers non-discrimination in employment settings.

Title II, Subpart A requires that programs be made accessible to persons with disabilities. **(See below) Subpart B** requires public transportation be made accessible.

Title III covers availability and access to programs, goods and services provided by private entities.

Title IV requires that telecommunication services be made accessible to individuals with hearing and speech disabilities. Includes closed captioning technology.

Title V contains miscellaneous provisions.

Title II of ADA requires access to educational programs and facilities.

It requires that all existing facilities be accessible to the extent that access is readily achievable and not an undue burden to the institution. New construction or renovations must conform to the Americans with Disabilities Act Accessibility Guidelines.

The Americans with Disabilities Act Amendment Act (ADAAA)

The ADAAA, Pub. L. 110-325, is intended to overturn a series of Supreme Court decisions that interpreted the Americans with Disabilities Act of 1990 in a way that made it difficult to prove that an impairment is a “disability.” The ADAAA makes significant changes to the ADA’s definition of “disability” that broadens the scope of coverage under both the ADA and Section 503 of the Rehabilitation Act.

The ADAAA retains the basic definition of “disability” as an impairment that substantially limits one or more major life activities, has a record of such an impairment, or being regarded as

having such an impairment. However, the ADAAA broadens the definition of “disability” by modifying key terms of that definition by:

- Expanding the definition of major life activities
- Redefining who is “regarded as” having a disability
- Modifying the regulatory definition of “substantially limits”
- Specifying that “disability” includes any impairment that is episodic or in remission if it would substantially limit a major life activity when active
- Prohibiting consideration of the ameliorative effects of “mitigating measures” when assessing whether an impairment substantially limits a person’s major life activities, with one exception.

The ADAAA also:

- Adds a new provision restricting employer’s use of qualification standards, tests, or other selection criteria that are based on uncorrected vision standards
- Clarifies that an individual who satisfies only the “regarded as” prong of the definition of disability is not entitled to “reasonable accommodation”
- Modifies the language of the ADA’s “General Rule” that prohibited discrimination against “a qualified individual with a disability because of the disability of such individual” to say that discrimination is prohibited against “a qualified individual on the basis of disability.”

Under the ADAAA, “major life activities” is expanded to include “major bodily functions.” The statute contains a non-exhaustive list of “major life activities” that adds additional activities to those currently listed in the ADA and Section 503 regulations, and a non-exhaustive list of “major bodily functions.” Specifically, the ADAAA provides that:

- Major life activities include, but are not limited to care for oneself, performing manual tasks, seeing, hearing, eating, sleeping, walking, standing, lifting, bending, speaking, breathing, learning, reading, concentrating, thinking, communicating, and working.
- Major bodily functions include, but are not limited to, functions of the immune system, normal cell growth, digestive, bowel, bladder, neurological, brain, respiratory, circulatory, endocrine, and reproductive functions.

The ADAAA redefines and dramatically expands the scope of coverage under the “regarded as” prong of the definition of “disability”. To satisfy the “regarded as” standard an individual need only show that he or she has been subjected to an action prohibited under the statute (e.g., termination; failure to hire) because of an actual or perceived impairment. It is no longer necessary that the impairment be perceived by the employer to limit or “substantially limit” a

major life activity. However, to satisfy the “regarded as” standard, an impairment must not be one that is “transitory and minor.” The ADAAA defines a “transitory” impairment as an impairment with an “actual or expected duration of 6 months or less.”

Meeting the “regarded as” standard does not mean that a person has been the victim of unlawful discrimination. It means only that a person is an individual with a disability entitled to the protections of the ADA or Rehabilitation Act. Whether unlawful discrimination occurred is a separate determination.

Section 504 and ADA

Prohibits retaliation for filing an Office for Civil rights (OCR) complaint, advocating for individual rights protected under 504 and ADA, and harassment of individuals because of a disability.

Title V, California Code of Regulations

“All programs and activities in the California Community Colleges shall be available to all qualified persons without regard to ethnic group identification, religion, age, sex, color or physical or mental disability. No person shall be denied the benefits of any community college program or activity on the basis of ethnic group identification, religion, age, sex, color, or physical or mental disability.”

Section 508 of the Rehabilitation Act of 1973 as amended in 1988 requires Federal agencies to ensure that electronic and information technology is accessible. This applies to its development, procurement, maintenance, or use. Some examples specific to education include: distance education, online courses, web pages, videos, student portals, and kiosks.

California Senate Bill 105 requires that California governmental entities comply with the accessibility requirements of Section 508 of the Rehabilitation Act of 1973.

AB 422 requires publishers to provide any printed instructional material in unencrypted electronic form. The colleges can then transcribe, reproduce, and distribute the material in Braille, large print, audio recording, or other accessible format.

General Considerations

Students bring unique strengths and experiences to college. While many learn in different ways, their differences do not imply inferior capacities, etc. There is no need nor should faculty dilute curriculum or reduce course requirements. However, effective accommodations may be needed, as well as modifications in the way information is presented and in methods of testing

and evaluation. To accomplish this, faculty can draw upon the student's own prior learning experiences, use available college resources, and collaborate with the Special Services staff.

Confidentiality

Students with disabilities are protected under Family Education Rights and Privacy Act (FERPA) and the civil rights laws. Under FERPA, student records are confidential, to be shared with others only when there is a demonstrated "educational need to know." **At no time should the faculty make any statements or implications that the student is different from the general student population.** Please understand confidentiality and do not identify the person or their disability information to other students.

Classroom Behavior

All students must adhere to the Saddleback Student Code of Conduct. **Faculty should follow procedures for reporting disruptive student behavior and direct infractions to the Vice President of Student Services.** Include Special Services in efforts to resolve the issue if it involves a student with a disability.

Taping Lectures



Students who are unable to take or read notes have the right to tape record class lectures on for their personal study. It is specifically addressed under Section 504 of the 1973 Rehabilitation Act and the Americans with Disabilities Act (ADA). The legal reference, found in the Code of Federal Regulation 34(CFR104.44 (b) for Section 504 reads as follows:

"(b) Other rules. A recipient (college) to which the subpart applies may not impose upon handicapped students other rules, such as the prohibition of tape recorders in classrooms or of guide dogs in campus buildings, that have the effect of limiting the participation of handicapped students in the recipient's education program of activity."

Lectures taped for personal study may not be shared with other people without the consent of the lecturer. Information contained in the recorded lecture is protected under federal copyright laws and may not be published or quoted without the express consent of the lecturer and without giving proper identity and credit to the lecturer.

Maintaining a right to privacy of information revealed in classroom discussion, an instructor may object to the use of a recorder. The instructor's right to privacy, however, does not override the student's right to this accommodation. It is the responsibility of Special Services to see that the instructor's concern for privacy is respected and address while still assuring the availability of the accommodation for the student. In many instances this has been

accomplished through a contract between the instructor and student that details the specific limited use of the lecture recordings and makes arrangements for their disposal at the end of the semester.

Adapted Technology

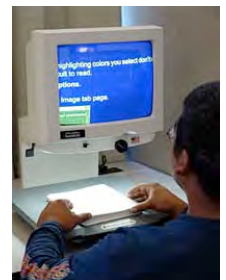
Students, who are blind, have learning disabilities or physical disabilities have individual needs for technology. Access to such technology should be provided to the student in the most integrated setting possible. At Saddleback, computer labs on campus have or can be equipped with access technology that can be used during class. Students do have access to the Adaptive Computer Lab for Students with Disabilities in Special Services for more extensive individual work and supplemental instruction.

Materials in Alternate Formats

Special Services provides textbooks and class materials in alternate formats (Braille, electronic text, large print, etc.) If possible, textbooks are secured before the semester begins. Having class materials, such as handouts or tests, in advance is helpful since it takes time to scan and format. Contact the Alternate Media Specialist or the Special Services Assistant in Special Services.

Identifying a Student with a Disability

Determining that a student has a disability may not always be a simple process. Visible disabilities are immediately recognizable such as the use of a cane, a wheelchair or crutches. Other students may have hidden disabilities, such as hearing impairments, legal blindness, cardiac conditions, learning disabilities, cancer, diabetes, kidney disease, psychiatric or seizure disorders, which may not be visibly apparent. Some students will identify themselves by contacting Special Services and their instructors early in the semester. Others, especially those with invisible disabilities, may not. Some students may be reluctant to discuss the disability, or have difficulty explaining it. Without academic accommodations, these students may “run into trouble” in their course work.



An announcement made at the beginning of the term inviting students with disabilities to schedule appointments is helpful. If you suspect that a student has a disability, discuss the question with the student in a confidential location or area. You may find such an approach awkward, at least initially, but discussing accommodations at the outset is extremely beneficial. Remember, the Special Services staff is available to assist you if you have any questions about accommodations or disability issues.

Syllabus Statement

Add a statement to your syllabus inviting students to discuss their needs and accommodation strategies with you. **Read the statement out loud in case students have problems with print format.**

Newly identified students and transitioning high school students may not be aware of college procedures, their legal rights or the differences between Special Education and postsecondary education disability services and instruction. For this reason, you should read your syllabus statement “out loud” referring students with disabilities to Special Services or to notify you during your first class meeting.

Repeat the statement during the first two weeks of the semester. Again, you do not want to single students out in public or in view of other students.

A sample syllabus statement might read: **“If you have a documented disability and need accommodations for this class, please see me as soon as possible or contact Special Services for assistance. Special Services is located in the Student Services Center, SSC 113. The phone number is 949-582-4885.”**

Or, “Students requiring accommodations for a disability that may affect class performance are requested to schedule an appointment during the first week of the semester with a staff member in Special Services so that accommodations and any academic adjustments can be authorized. Special Services is located in the Student Services Center, SSC 113. The phone number is 949-582-4885.”

Classroom Accommodations and discrimination

If a student has a disability and requests accommodations or services, refer the student to Special Services (DSPS) for disability verification. If you are unsure of how to approach a student you suspect might have a disability, call us at **949-582-4885** and ask to speak to a disability specialist, counselor or the Coordinator of Special Services.

What should you do if you do not agree with an authorized accommodation? Contact your Dean, the Coordinator of Special Services and/or the ADA/504 Office (Vice President of Student Services). Occasionally an accommodation or academic adjustment issue cannot be solved informally. It may involve the conduct of a course or academic program as well as the delivery of the authorized accommodation(s). The SOCCCD Academic Adjustment Policy provides procedures for consultation between the faculty member responsible for the course, the student, a representative from Special Services and the ADA/504 officer.

If the issue relates to specific disability related discrimination and cannot be resolved informally with the Coordinator of Special Services then there is a separate procedure for filing a disability related discrimination complaint with the ADA/504 Office (Vice President of Student Services).

For more information on our Academic Adjustments and Discrimination procedures consult our Student Information Handbook.

Faculty Responsibility

Faculty are responsible to cooperate with Special Services in providing authorized academic adjustments and supportive services in a fair and timely manner. Faculty should arrange time to speak to any student with a disability that presents an authorization form for accommodations or accommodated testing from Special Services. Students should initiate this meeting but faculty should take the initiative when students seem hesitant to self advocate.

Faculty should have input but do not have the right to refuse to provide authorized accommodations, request to examine student disability documentation, or question whether the disability exists when it has been certified by an appropriate professional, including specialists and counselors in Special Services.

If either a faculty member or student challenges the necessity of an academic adjustment, the college's academic adjustment procedure is initiated by filing a short form in Special Services or the office of the vice President of Student Services. Academic adjustments must remain in place in the classroom until a decision is reached through informal or formal resolution.

Students must be able to comprehend the course material and communicate that information to the instructor with the authorized academic adjustments in place. Students must make measurable progress in coursework, with authorized accommodations, or will be placed on progress or academic probation according to district policy. Accommodations give the student the opportunity to demonstrate learning without the influence of a disability.

Student Responsibility

It is the responsibility of the student to self identify to **Special Services and to each instructor in a timely manner**. Students must provide appropriate documentation signed by the appropriate professional (physician, psychologist, speech-language pathologist, audiologist, therapist, etc.) to **determine eligibility** for Special Services.

Authorized academic adjustments (accommodations) are determined by the Special Services Specialist or Counselor after reviewing the student's documentation including history, test scores, educational and professional reports. Accommodations are only authorized, on a case by case basis, for the college that the student is currently attending. Some visible disabilities can be verified with minimal documentation.

Students with disabilities must maintain appropriate behavior, the same academic standards and responsibility for their education as students who do not have a disability. Timely notice related to academic adjustments in each course is expected.

Participation in Special Services

Enrollment in Special Services (Disabled Student Programs and Services) is voluntary. Students may choose not to participate and may request an alternate path through the Office of the Vice President of Student Services. However, determination of the student's most appropriate academic adjustments should be made through the eligibility process in Special Services. Special Services faculty are the authorized professionals to recommend reasonable accommodations, programs and services.

Special Services Faculty

The faculty in Special Services are professionals in the field of disabilities. They have extensive knowledge and specialized training in many areas of disability discipline and pedagogy. They are trained in assessment; knowledge of disabilities; identification of reasonable and effective accommodations; testing and evaluation; coordination of services; private, governmental and educational practices; state regulation; state and federal disability statutes.

Special Services faculty are available for consultation regarding specific student disability requests and for in-service training or presentations in classrooms, departments and divisions.

Accommodated Testing

Students must provide the instructor with the Accommodated Testing form from Special Services **prior to the quiz or exam date.** If the student requests Special Services to proctor the exam, the student must provide the instructor with the exam envelope and information cover sheet obtained from Special Services. **The exam and completed cover sheet must be returned by the instructor or instructor designee (not the student) to Special Services Accommodated Testing (Village 28-1) or to the main office SSC 113 a minimum of two days before the quiz or exam is to be administered.**

The accommodated testing environment is monitored and controlled by a trained proctor. Any irregularities occurring during testing (cheating, leaving the test area, using an unauthorized electronic device, etc.) will cause immediate suspension of the exam. The Special Services Assistant will contact the instructor or division office and include a note describing the incident in the envelope with the exam. The instructor determines course consequences in consultation with the division dean. The Special Services student may have their DSPS services suspended pending appeal.

Testing accommodations may include a distraction reduced room, extended time, scribe, reader, large print or Braille exam, calculator, adaptive computer, screen reader, spell checker, interpreter, etc.

Disabilities & Learning



Deaf and Hard of Hearing

Deaf or Hard of Hearing

More individuals in the United States have a hearing disability than any other type of physical disability. A hearing disability refers to any type of conductive or sensory- neural hearing loss while deafness is an inability to use hearing as a means of communication. Hearing loss is measured in decibels and may be mild, moderate, or profound. A person who is born with a hearing loss may have language difficulties and exhibit poor vocabulary and syntax.

Deaf Culture

It often comes as a surprise to hearing people that there is a group of deaf individuals who refer to themselves as the Deaf Community. This community functions, in many ways, like other minority groups. But unlike other minority groups, which are defined by racial or ethnic boundaries, the American Deaf community is a linguistic minority group. Their language is American Sign Language (ASL).

The Deaf Community has common labels for identifying who they are. These labels have strong connotations, which assist other members of the Deaf Community in understanding where that particular member stands within the community. Offered here are the definitions of certain terms used by the Deaf Community, but with a twist, the words are defined from a “deaf-world’s perspective.” They do not define themselves based on the degree of hearing loss, like the majority of the hearing community does. Instead they focus on the individuals themselves and what communication method they prefer to use and other behavioral and cultural values and norms. For this reason, it may be different from the standard definitions that people are accustomed to understanding.

Definitions within Deaf Culture

■ **deaf**

Within the Deaf Community, the word deaf (with a lower case ‘d’) refers to the audiological level or degree of hearing loss. It also is used as a generic term, as in the phrase “deaf and hard-of-hearing people”, to refer to all people with a hearing loss regardless of which language they use to communicate and/or their cultural identity.

■ **Deaf**

This term (with a capital ‘D’) specifically represents members of a collective Deaf Community who share a common language (ASL) and common values, norms and behaviors. They often celebrate and cherish their deafness because it affords them the unique privilege of sharing a common history and language. They do not see themselves as people who have lost something (i.e. hearing) but as people with a beautiful language that equals any other language.

■ **Hard-of-Hearing**

This term is often used to refer to people with a hearing loss who don't fit into the standard "Deaf" category. These people may or may not use ASL, but they generally feel more comfortable within the hearing community. There are several ways that the Deaf Community determines whether they feel a person is Deaf or Hard-of-Hearing, but the important thing is how individuals feel about their own identity.

■ **Hearing Impaired**

This term is often used by the media and the general hearing society to refer to people with a hearing loss. But within the Deaf Community, this term is likened to an insult because it fails to appreciate the cultural and linguistic privileges shared.

■ **Deafened**

It can be very traumatic for individuals who spent the majority of their lives as hearing to either suddenly or progressively lose their hearing. These individuals face unique challenges in finding new ways to communicate effectively with their family, friends and colleagues. Some may eventually become involved with the Deaf Community.

Classroom Strategies

- Interpreter, real-time captioning, FM system, note-taker
- Closed-captioned films, use of visual aids
- written assignments and lab instructions
- Demonstration summaries
- Visual warning system for lab emergencies
- Use of electronic mail for class and private discussions

Classroom Tips

- Please repeat questions from others in the classroom before answering because it is often difficult for the interpreter or real time captionist to hear the questions from the front of the room.
- Expect the same from culturally Deaf Students as you would from Hard-of-Hearing or Hearing students. They all need to be able to handle the same course load.
- Remember, when working with an interpreter or real time captioner, speak directly to the Deaf person.
- Emphasize important information such as assignment or schedule changes by writing details on the board
- Use as many visual aids as much as possible. Write page numbers, assignments, and other important information on the board.
- Speak clearly and naturally. Write and/or spell out difficult or new vocabulary. This is helpful for the student as well as the interpreter or real time captionist.
- Deaf students are just like any other students—they like to be included in class discussions and feel equal to their peers.

- If requested, assist in finding another student in class to take notes; the deaf student may miss parts of the lecture if he/she is trying to watch the interpreter and write notes simultaneously.
- The interpreter or real time captionist is there to interpret/caption EVERYTHING that is said in class. Please do not ask the interpreter or real time captionist to censor any information.

Communication



Lighting is very important when communicating. Do not stand in front of a window or bright light when talking. Try to talk where there is adequate, well-distributed light. Be sure to face the student when talking. Speak at a normal pace and do not over-exaggerate your lip movements. Keep your hands away from your face. Facial activities such as cigarette smoking, vigorous gum chewing, or biting your lips prevent clear communication.

Using facial expressions, gestures, and other "body language" is helpful in conveying your message. Be aware that individuals who can hear make the best lip readers. Of individuals who had extensive training in lip reading, hard-of-hearing students can understand up to 50 percent of speech, and deaf students can understand only up to 30 percent. It takes a great deal of concentration to lip read.

If you see a student with a hearing aid, this does not mean that the student can understand verbal language. The student may require an alternative form of communication such as an interpreter, note taker, or use of other hearing aid devices. When using an interpreter to communicate with a student, address the student directly. Many students who are hard-of-hearing do not hear tone of voice, therefore, some expressions, such as sarcastic statements, might be misleading if taken literally. Try to avoid giving misleading information this way. Also, try to avoid using idioms or colloquial expressions.

Seating

A student who is deaf or hard-of-hearing depends on visual cues to supplement what is heard. Seating is an important consideration. The student will need to be near the front with an unobstructed view. If a student has a unilateral hearing loss, seating should maximize use of the good ear.

Participation

When students use an interpreter, there is a time lag between the spoken word and the interpretation. The student's contribution to the lecture or discussion may be slightly delayed. Students may have some speech and/or language difficulties. Although this does not affect a student's ability to learn new information, some difficulty in the acquisition of new vocabulary may lead to reluctance to participate in class. Assumptions should not

automatically be made about the student's ability to participate in certain types of classes. For example, students may be able to learn a great deal about music styles, techniques, and rhythms by observing a visual display of the music on an oscilloscope or similar apparatus or by feeling the vibrations of music.

Testing

Most students will be able to take tests in the same way as other students. Some may need additional time in order to gain a full understanding of the test questions. It has been found that if the test is written, some students do better if an interpreter reads and translates the questions to the student in sign language. However, many other students prefer to read tests themselves. If the method of evaluation is oral, the interpreter can serve as the reverse interpreter for the student.

The primary form of communication with the deaf community is sign language. In view of this, many persons who are deaf since birth or an early age have not mastered the grammatical subtleties of their "second language" English. This does not mean that instructors should overlook errors in written (or spoken) work. However, they should know that this difficulty with English is not related to intelligence but is similar to that experienced by students whose native language is other than English.

Interpreters and Captionist

- The interpreter's or real time captionist's primary responsibility is to facilitate communication. Instructors should refrain from asking the interpreter or real time captionist to function as a teacher's aide, to participate in class activities, or to perform other tasks. Doing so may interfere with the quality of communication provided, compromise the role of the interpreter or real time captionist, and prevent full communication access for students who are deaf.
- Familiarity with the subject matter will enhance the quality of the interpreted message. If possible meet with the interpreter or real time captionist before class to share outlines, texts, agenda, technical vocabulary, class syllabus, and any other pertinent information.
- In class, the interpreter or real time captionist will position themselves in direct line with you, the student, and any visual aids.
- Interpreters process information cognitively before interpreting. The interpreted message therefore, will follow at a pace generally one or two sentences behind the communicator. Speak naturally at a reasonable pace to help facilitate an effective interpretive process.
- Ask students to raise their hand, be recognized, and then ask questions or give comments. This will allow the interpreter or real time captionist to finish interpreting/captioning for the current speaker and gives the Deaf or Hard-of-Hearing student equal opportunity to participate in class. Also, encourage the students to wait until the teacher recognizes them before speaking or signing. The interpreter or real time captionist can only convey one message at a time.



- Avoid talking while student are focused on written class work. Deaf students require time to process visual aids and materials before returning their attention to the interpreted message.
- Use “I” and “you” when communicating with deaf students through an interpreter or real time captionist. Look directly at the student with whom you are communicating, not the interpreter or real time captionist. Use of third-party phrases such as, “Ask her” or “Tell him” can compromise the relationship between the instructor and student.
- Plan some strategic breaks so that both student and interpreter or real time captionist can have a mental and physical break for the rigors of the situation. Receiving information visually without breaks can be tiring and cause eye fatigue. Additionally, simultaneous interpreting/captioning requires the processing of new information while the information that was just communicated by the speaker is being delivered. For classes longer than one hour in which only one interpreter or real time captionist is available, a mid-class break is essential.
- If the deaf student is not present when class begins, the interpreter or real time captionist will wait for a few minutes for late arrival. The interpreter or real time captionist may be needed at another assignment and may leave if no deaf student is present after 10-15 minutes.
- Some deaf students may ask the interpreter to translate the questions on a test from English to American Sign Language, especially with multiple choices and short answer formats. Arrangements for this kind of testing should be made by the student and instructor and communicated to the interpreter BEFORE the test.

Captioning Media

If you intend to show movies, slides, or video, be aware that media, as per Federal Law, must be captioned or subtitled. If you have any concerns as to whether your media has captioning please contact DSPS office ASAP. (949) 582-4885

Videos/films shown in class must be captioned - all oral information displayed in written form on the screen, usually under the pictures. All videos/films presented in CA Community Colleges must be captioned. Check with the Alternative media Specialist in Special Services for information on getting your media captioned.

Students who are deaf, hard-of-hearing, or who have difficulty processing language might need extra time to process this information because they cannot watch the video/film and also read the text or follow the interpretation at the same time. Make the video/film available for the student outside of class time. Captioning has the advantage of presenting both video and text together. Students who are learning English because they have another first language also benefit from seeing the English subtitles while hearing the audio. Materials produced in DVD format are more likely to be captioned.

Note Takers

Because the student will need to watch the interpreter when you or anyone else is speaking, it will be necessary to select a note taker from among the students in your course. Your help in doing this will be very much appreciated.

Deaf Awareness Quiz

1. What is American Sign Language (ASL)? Choose two answers.
 - a) a code similar to Braille
 - b) a shortened form of English
 - c) a language incorporating a lot of mime
 - d) a language capable of expressing any abstract idea
 - e) a language using picture-like images to express ideas and concepts
 - f) a language utilizing space and movements to convey meaning

2. Historically, American Sign Language is related to:
 - a) British Sign Language
 - b) Swedish Sign Language
 - c) French Sign Language
 - d) German Sign Language

3. While watching another person sign, it is appropriate to focus on the signer's:
 - a) hands
 - b) chest area
 - c) face

4. To get the attention of a Deaf person who is looking the other way, you should:
 - a) yell as loud as you can
 - b) tap him/her on the shoulder
 - c) wave in his/her face
 - d) go around and stand in front of the person

5. If your path is blocked by two signers conversing with each other, you should:
 - a) wait until they stop talking before you pass through
 - b) bend down in order to avoid passing through their signing space
 - c) go ahead and walk through
 - d) find another path

Answers: 1) d, f 2) c 3) c 4) b 5) c

Disabilities & Learning



Learning Disabilities

Learning Disabilities

Definition of Learning Disabilities

There are a variety of definitions, but most have three basic components:

1. Definitions state that learning disabilities are not due primarily to sensory impairments, mental retardation, physical handicaps, emotional disturbance, cultural disadvantage or lack of instruction. This is intended to differentiate specific learning disabilities from other types of learning problems. However, individuals can have more than one disability or multiple handicapping areas.
2. Definitions also state that the disability area is a result of some factor intrinsic to the individual – which usually means that problems are due to some disturbance in basic neurological processes, such as perception, memory, conceptualizations, etc.
3. A discrepancy should exist between their mental ability and performance in one or more areas such as listening, speaking, reading, writing, mathematics and/or various areas of non-verbal behavior, such as spatial orientation (some definitions do not include this latter, although it can impact learning). A discrepancy usually means at least a statistically significant difference between scores, although learning difficulties can be mild, moderate or severe in degree. Definitions vary as to whether there must be a significant discrepancy within either a processing or achievement area of functioning.
4. Most definitions of learning disabilities do not make reference to the aptitude or intelligence quotient of the individual with such disabilities. However, some eligibility criteria models do specify that a person with a learning disability must demonstrate aptitude within the average range of intelligence, or some other specific range. The Learning Disabilities Eligibility & Services Model (LDESM) is one of these models, which requires an intelligence quotient of at least 85.

In order to receive accommodations for learning disabilities within the California Community colleges, students must meet the criteria of the Learning Disabilities Eligibility & Services Model (LDESM).

In summary, Learning disabilities affect the manner in which individuals with average or above average intelligence receive, process, process, retain and/or express information. A learning disability is NOT to be confused with generalized low ability. Learning disabilities cannot be

“cured”, are “invisible” compared to other disabilities, and may affect a student’s performance in reading, writing, spoken language, mathematics, orientation in space and time and/or organization. The areas of difficulty will vary from one student to another.

Classroom Strategies

- Note-takers, audio-taped class sessions, captioned films
- Extra time on tests, accommodated testing arrangements
- Visual, aural, and tactile instructional demonstrations
- Computer with voice output, spellchecker and grammar checker

Characteristics

Students with Learning disabilities may exhibit one or more of the following characteristics:

Reading

- Confusion of similar words, difficulty-using phonics, problems reading multi-syllable words
- Difficulty finding important points or main ideas
- Slow reading rate and/or difficulty adjusting speed to the nature of the reading task
- Difficulty with comprehension and retention of material that is read, but not with materials presented orally

Writing

- Difficulty with sentence structure, poor grammar, omitted words
- Frequent spelling errors, inconsistent spelling, letter reversals
- Difficulty copying from board
- Poorly formed handwriting – might print instead of using script; writes with an inconsistent slant; have difficulty with certain letters; space words unevenly
- Compositions lacking organization and development of ideas

Listening

- Difficulty paying attention when spoken to
- Difficulty listening to a lecture and taking notes at the same time
- Easily distracted by background noise or visual stimulation
- Might appear to be hurried in one to one meetings
- Inconsistent concentration

Oral Language

- Difficulty expressing ideas orally which the student seems to understand
- Difficulty describing events or stories in proper sequence
- Difficulty with grammar
- Using a similar sounding word in place of the appropriate one

Math

- Difficulty memorizing basic facts
- Confusion or reversal of numbers, number sequences or symbols
- Difficulty copying problems, aligning columns
- Difficulty reading or comprehending word problems

Study Skills

- Problems with reasoning and abstract concepts
- Exhibits an inability to stick to simple schedules, repeatedly forgets things,
- Difficulty following directions
- Poor organization and time management

Social Skills

- Difficulty “reading” facial expressions, body language
- Problems interpreting subtle messages, such as sarcasm or humor
- Seems disorganized in space: confuses up and down, right and left; gets lost in a building, is disoriented when familiar environment is rearranged
- Seems disoriented in time: is often late to class, unusually early for appointments or unable to finish assignments in the standard time period
- Displays excessive anxiety, anger, or depression because of the inability to cope with school or social situations

Instructional Suggestions for Students with Learning Disabilities:

Detailed Syllabus – Provide a detailed syllabus that includes course objectives, weekly topics and classroom activities, required reading and writing assignments, and dates of tests, quizzes, and vacations. Leave a blank space for notes after the outline for each week’s work.

Rules Clarification – Clarify rules in advance; explain and document how students will be graded, whether makeup tests or rewrites of papers are allowed, what the conditions are for withdrawing from a course or getting an incomplete. These should be included in the syllabus.

Reviews and Previews – It is extremely helpful if the instructor briefly reviews the major points of the previous lecture or class and highlights main points to be covered that day. Try to present reviews and previews both visually and orally.

Study Aids – Use study aids such as study questions for exams or pretests with immediate feedback before the final exam.

Multi-sensory Teaching – Students with learning disabilities learn more readily if material is presented in as many modalities as possible (seeing, speaking, and doing). Provide opportunities for touching and handling materials that relate ideas. Cutting and pasting parts of compositions to achieve logical plotting of thoughts is one possibility.

Visualization – Help the student visualize the material. Visual aids can include projection, films, white boards, flip charts, computer graphics and illustrations of the written text.

Use color – Some examples: In teaching respiration, everything related to the body's respiratory system might be highlighted in green while the digestive system is highlighted in yellow. In complex mathematical sequences, use color to follow transformations and to highlight relationships.

Announcements –Whenever possible, announcements should be in oral and written form. This is especially important for changes in assignments or exams.

Distinct Speech – Speaking at an even speed, emphasizing important points with pauses, gestures, and other body language, helps students follow classroom presentations. Avoid lecturing while facing the board.

Eye Contact -- This is important in maintaining attention and encouraging participation.

Demonstration and Role Play – These activities can make ideas come alive and are particularly helpful to the student who has to move around in order to learn.

Learning Styles – Administer a learning style inventory to the entire class or discuss the student's learning styles if they have completed an inventory previously.

Other Suggestions –

- Emphasize new or technical vocabulary
- Assist the student in teaming up with a classmate to obtain copies of notes.
- Allow time for students to work in small groups to practice, to solve problems, and to review work.
- Break down teaching into small units. Short daily reading assignments will help the student with learning disabilities learn how to budget and organize study time. Build up to longer units.

- Teach students memory tricks and acronyms as study aids. Use examples from current course work and encourage students to create their own memory strategies.
- Encourage students with learning disabilities to sit in front of the classroom.
- Give feedback. Errors need to be corrected as quickly as possible.
- Read aloud material on the board or that is projected.
- Remind students often of your availability during office hours for individual clarification of lectures, reading and assignments.
- Periodically offer tips and encourage class discussion of ways for improving studying such as organizational ideas, outlining techniques, summarizing strategies, etc.
- Permit use of a calculator when mathematical disability is severe.
- Permit the use of a dictionary or spell checker for essay exams.
- In exam questions, avoid unnecessarily intricate sentence structure, double negative and questions embedded within questions.
- Give less weight to spelling when spelling is not critical to the fundamental object of the course.
- Provide additional scratch paper for exams to help students with overly large or poor handwriting.
- Encourage students to use a word processor with a spell check.
- Encourage students to dictate best ideas into a recorder before writing a report.

Possible Accommodations

- Alternative testing (extended time, reader, scribe, distraction reduced setting, computer)
- Note-taking assistance

Textbooks on tape or in electronic text used format used with a screen reading program such as Kurzweil 3000. Students use this software program with a scanner to scan then read aloud their textbooks and/or written work. Auditory feedback improves comprehension and retention and assists with proofreading written work. Drop-in tutoring available for general course work (Learning Assistance Program). The Adaptive Computer Lab for students with disabilities in Special Services offers specialized computer programs focusing on reading comprehension, spelling, writing, arithmetic, memory, and adapted computer skills.

Disabilities & Learning



Acquired Brain Injuries

Acquired Brain Injuries

Brain injury is one of the nation's major public health issues and is the leading cause of death and disability in persons under 45 years of age. It occurs more often than breast cancer, HIV, Aids, Multiple Sclerosis and Spinal Cord Injury combined. It is estimated that 50,000 people per year suffer a head injury severe enough to keep them from returning to their pre-injury level of functioning. College age students are in a high-risk age group for this type of injury; two-thirds of all head injury cases occur among persons aged 15-24. Some students with Acquired Brain Injuries have mobility problems that require accommodations.

An Acquired Brain Injury (ABI) is a traumatic or non-traumatic injury to the brain that occurs after birth, is non-congenital and non-degenerative and prevents the normal function of the brain. Brain injuries may be mild, moderate or severe and may result in memory loss, change in personality, behavior dysfunction, difficulty managing anger, impaired judgment, loss of impulse control, communication impairment, mobility limitations, alcohol and substance abuse and other challenges.

ABI, or non-traumatic brain injury, may be caused by stroke, heart attack, near-drowning, brain tumors, infectious diseases, prolonged high temperature; decrease or loss of oxygen to the brain, metabolic disorders such as diabetic coma and toxic exposure from substances such as lead, pesticides, drug and/or alcohol abuse. Students who have had cerebral vascular accidents (stroke) or neuro-surgical trauma are included in this category in the community college. Some students who do not have mobility problems may be reluctant to reveal their disability to their instructors. Many of these individuals have been through extensive rehabilitation; they are proud of the progress they have made and want to be self sufficient. At the same time, they often are painfully aware that they do not learn as easily as they did before their injury, and this can cause great frustration.

Traumatic Brain Injury (TBI), a sub-set of ABI, results from an external blow or jolt to the head or penetrating head injury that disrupts the normal function of the brain. Examples include combat injuries, concussions or skull fractures sustained in vehicle crashes, sports injuries, falls, assaults, domestic violence, industrial accidents, disasters and other forceful events. The severity of a brain injury may range from "mild" (a brief change in mental status or consciousness) to "severe" (an extended period of unconsciousness or amnesia after the injury). Individuals with brain injuries may be able to walk, maintain their employment and other routine functions, appearing to have nothing wrong despite unseen, sometimes debilitating consequences. For this reason, brain injury is known as "the silent epidemic".

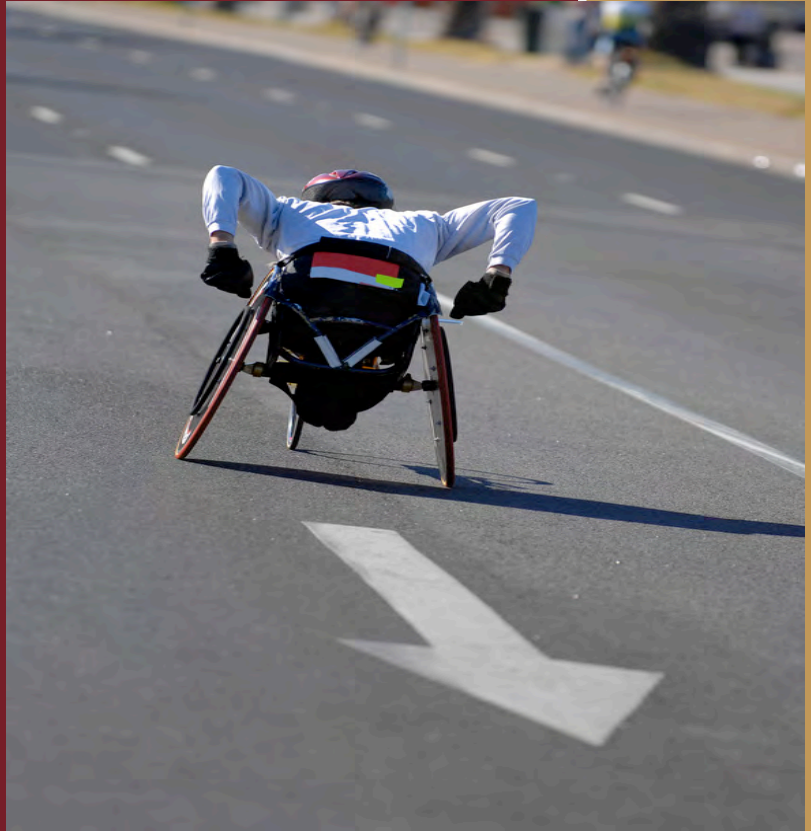
Signs or symptoms

- Headaches or neck pain that do not go away.
- Difficulty remembering, concentrating, or making decisions.
- Slowness in thinking, speaking, acting, or reading.
- Getting lost or easily confused.
- Feeling tired all of the time, having no energy or motivation.
- Mood changes (feeling sad or angry for no reason).
- Changes in sleep patterns (sleeping a lot more or having a hard time sleeping).
- Light-headedness, dizziness, or loss of balance.
- Increased sensitivity to lights, sounds, or distractions.
- Blurred vision or eyes that tire easily.
- Loss of sense of smell or taste.
- Ringing in the ears.

Classroom Strategies

- Alternative testing, extended time
- Distraction – reduced setting for tests
- Note-takers and/or a copy of instructor's course notes
- LAP Referral
- Computerized information for repetition (e.g., DVD)
- Electronic text used with a screen reading program such as Kurzweil 3000.

Disabilities & Learning



Mobility/Orthopedic Disabilities

Mobility/Orthopedic Disabilities

A student with a mobility disability demonstrates a limitation in locomotion or motion functions, which indicate a need for services. A variety of mobility-related disabilities result from congenital conditions, accidents, work-related injuries or progressive neuro-muscular diseases. These disabilities may include spinal cord injury, cerebral palsy, amputation, muscular dystrophy, cardiac conditions, cystic fibrosis, paralysis, polio/post polio, carpal tunnel syndrome, and repetitive strain injuries. Functional limitations and abilities vary widely even within the individual groups. Mobility disabilities include students that use wheelchairs, crutches, braces, walkers, canes and sometimes working animals.

Classroom Strategies

- Note-taker
- Classroom assistance with books and papers
- Classrooms, labs, and field trips in accessible locations
- Adjustable tables; equipment located within reach
- Adjustable chair with lower lumbar back support
- Class assignments made available in electronic format
- Computer equipped with adapted input devices (e.g., voice input, trackball, alternative keyboard)

Lateness and Absences

Students with mobility disabilities may require more time to get to and from classes because the accessible travel routes are not direct at Saddleback College. Students are dependent on the elevators being in operating order and they have more difficulty making up for time lost when an earlier class is held overtime.

Other reasons for these students occasionally being late: waiting for assistance in opening doors, maneuvering along crowded paths and corridors, detours because of blocked pathways, late drop off on campus by bus or transit.

If a student who uses a wheelchair or has another mobility related disability is frequently late it is appropriate to discuss the situation with the student and seek solutions. Most students will schedule their classes with ample time between them; however, this is not always possible. Students who rely on attendant care or mobility assistance may sometimes experience disruption in their schedules that are beyond their control.

Some students are susceptible to physical problems that can require them to be absent during a prolonged course of medical treatment. If this occurs, the student is responsible for notifying instructors of the situation as well as securing the information presented in class and completing assignments.

Some individuals with mobility impairments have disabilities that involve unavoidable personal hygiene problems that may cause them to leave a portion of a class without advance notice. Such problems occur infrequently, but should be given due consideration by faculty members.

Field Trips

If a class involves field work or field trips, ask the student to participate in the selection of sites and modes of transportation. Students are not “confined” to wheelchairs in most cases. They often transfer to automobiles and to furniture. Some students who use wheelchairs can walk with the aid of canes, braces, crutches, or walkers.

Arrangements will have to be made by the instructor and academic department for field trips when students have difficulty transferring from wheelchair to other vehicles. Discuss the situation with the student and contact Special Services for consultation.

Classroom and Laboratory Considerations

Classes taught in laboratory settings will usually require some modification of the workstation. Considerations include under-counter knee clearance, working countertop height, horizontal working reach and aisle widths.

Working directly with the student may be the best way to provide modifications to the work station. Those students, who may not be able to participate in a laboratory class without the assistance of a team partner or an aide, should be allowed the benefit from the actual lab work to the fullest extent. The student can give all instructions to a team partner or an aide including what chemical to add to a certain type of test tube, or where to dispose of used chemicals, etc. The student will learn everything except the physical manipulation of the chemicals. **All volunteer aides or personal assistants must be board approved and can be arranged through Special Services.**

Classes in physical education and recreation can almost always be adapted so that the student in a wheelchair can participate. Many students who use wheelchairs do not get enough physical exercise in daily activity, so it is particularly important that they be encouraged, as well as provided with the opportunity, to participate. Contact Special Services and the adapted physical Education program (KNEA) for assistance.

Other Tips

- Most students who use wheelchairs will ask for assistance if they need it.
- There is no need to automatically assume that assistance is required.
- Offer assistance if you wish, but do not insist, and be willing to accept a “No, thank you” graciously.
- A wheelchair is part of the person’s body space. You do not want to lean on the chair. When talking to a student in a wheelchair for more than a few minutes, sit down if possible.

Disabilities & Learning



Vision Disabilities

Vision Disabilities

Students with visual disabilities may experience eye strain while reading; inability to read ordinary print, poor quality print, or certain **colors of print**, and sensitivity to bright light. They depend upon hearing and their other senses to acquire information.

Classroom Strategies;

Low Vision

- Seating near front of the class
- Record lectures
- Large print handouts and equipment labels
- TV monitor or CCTV device connected to microscope to enlarge images
- Class assignments, exams and notes made available in large print, audiotape, Braille or electronic format
- Screen reader with headset

Blindness

- Lecture notes, handouts, and texts in Braille or electronic text
- Record lectures
- Verbal descriptions of visual aids such as notes on chalkboard, projections, diagrams and maps
- Class assignments, exams and notes made available in large print, audiotape, Braille or electronic format
- Lab assistant or team partner when appropriate
- Computer with optical character reader and voice output

In accordance with disability law, students who are blind or who have visual limitations are entitled to printed information in alternate formats.

Class examinations and handouts must be available to students on the same day they are distributed to non-disabled students.

The Alternate Media Specialist and/or Special Services can provide alternate formats of your printed material but materials must be received in advance due to the time necessary to prepare the materials. Please keep in mind that last minute assignments can present a problem due to preparation and reader scheduling.

Disabilities & Learning



Speech-Language Disabilities

Speech-Language Disabilities

Speech and language disorders refer to communication disabilities, which may be congenital or the result of developmental speech and/or language acquisition, an illness, injury or accident. Specific articulation, expressive and/or receptive language disorders may co-exist with other disabilities or in isolation.

Speech disabilities include problems with clear and intelligible speech production, voice disorders resulting in total or partial loss of voice and stuttering. Stuttering is characterized by speech repetitions, hesitation, and/or prolongations and is occasionally accompanied by repetitive movements and facial expressions.

Chronic hoarseness, difficulty in evoking or comprehending speech communication (due to Aphasia), and esophageal speech are also communication disabilities. Students with speech disabilities may be hesitant about participating in activities that require speaking.

Classroom Strategies

- Seating near front of class
- If the student isn't understood, inform the student that you did not understand.
- Request student to write unclear statements or questions
- Request student to submit written questions before class if possible or after
- Substitute written, video, or taped exams/assignments for oral presentations

Disabilities & Learning



Developmental Delayed Learners

Developmental Delayed Learners

According to Title 5, the developmentally delayed learner is a student who exhibits below average intellectual functioning and potential for measurable achievement in educational employment settings.

Students who have mild developmental delay may qualify for services similar to those received by students with other disabilities. Individuals who experience moderate to severe developmental delays are generally unable to complete the academic and vocational programs in college.

Developmentally delayed learners (DDL) represent a range of students who experience from mild to severe delayed learning and intellectual functioning. As a result, the student's general ability must be verified, and the related educational limitations of the student's disability must be identified. Students must demonstrate the ability to benefit from the college setting through their own abilities.

Classroom Strategies

- Personal Assistant (Volunteer, Agency Assistant) in classroom if authorized by Special Services. Students must be able to do their own work with or without assistance and demonstrate personal learning of the course material.

Possible Accommodations

- Accommodated testing if authorized (reader, scribe, distraction reduced setting, and/or computer)
- Note-taking
- Recording of lecture

Disabilities & Learning



Psychological Disabilities

Psychological Disabilities

While the vast majority of these students are stable and show no symptoms of a psychological or psychiatric disability, others may have fluctuations in behavior and performance. These students may fear the stigma that often comes with disclosure. It has been the experience of the Special Services Team that most students with psychological disabilities, who self-identify, are not disruptive in the educational setting.

According to Title 5, psychological disability means a persistent psychological or psychiatric disorder, or emotional or mental illness.

A psychological disability must be verified by an appropriately licensed or certified professional (licensed psychologist or psychiatrist), and the accommodations for students with psychological disabilities must adhere to disability-related support services defined in title 5 regulations.

Characteristics:

- Poor concentration
- Difficulty tolerating stress
- Episodes of lower level academic performance

Classroom Strategies

- Extended exam time.
- Note-takers, readers and recorders
- Modification in seating arrangements (near door for breaks).
- Time management and study skills assistance
- Provide writing assignments as one alternative to oral presentations

Possible Accommodations

- Alternative testing (extended time, reader, scribe, distraction reduced setting, and/or computer)
- Note-taking assistance
- Audio media for textbooks
- Kurzweil software for textbooks
- Academic support (drop-in tutoring, peer counseling, educational coaching, support group)

Disabilities & Learning



Other Disabilities

Other Disabilities

This category includes any student who does not fall into any of the above categories but who has a known or verified disability, which limits one or more major life activities and affects educational performance. Examples: Attention Deficit Disorder, Cardiac Disorders, and Diabetes.

Attention Deficit Hyperactivity Disorder (ADD/ADHD)

Definition

Attention Deficit Hyperactivity Disorder (ADD/ADHD) is a chronic neurological condition characterized by problems with attention, focusing and persistence; and often, but not always, hyperactivity. ADD/ADHD must be diagnosed by a medical doctor, psychiatrist or licensed psychologist.

Characteristics

Students with ADD/ADHD may exhibit one or more of the following characteristics:

Classroom Skills

- Difficulty paying attention when spoken to; inconsistent concentration.
- Difficulty listening to a lecture and taking notes at the same time.
- Easily distracted by background noise or visual stimulation, may appear to be hurried in one-to-one meetings.
- Difficulty memorizing basic facts.

Study Skills

- Difficulty reading or comprehending word problems.
- Compositions lack organization and development of ideas.
- Trouble sustaining attention. Restless, fidgety. Lacks attention to details.
- Forgets things. Difficulty following instructions.
- Impatient and easily frustrated. For many students the harder they try the worse their symptoms become.

Social Skills

- Easily overwhelmed by tasks of daily living. Poor organization and time management.
- Difficulty completing projects. Inconsistent work performance.

- Trouble maintaining an organized work area.
- Makes decisions impulsively. Difficulty delaying gratification, stimulation seeking.
- Makes comments without considering their impact.

Many of the suggestions for students with Learning Disabilities are applicable to students with ADD/ADHD.

Possible Accommodations

- Accommodated testing (extended time, reader, scribe, distraction reduced setting, and/or computer)
- Note-taking assistance
- Digital Textbooks or E-Text or Kurzweil

Pathways and Parking

For your convenience in describing the best way to find your class or office location, we have included a campus map showing accessibility routes and accessible parking. If a student has a mobility challenge, you can let them know the easiest way to travel across campus or find parking.

Students will find a copy of this map in our Student Information Handbook which is available on our website.

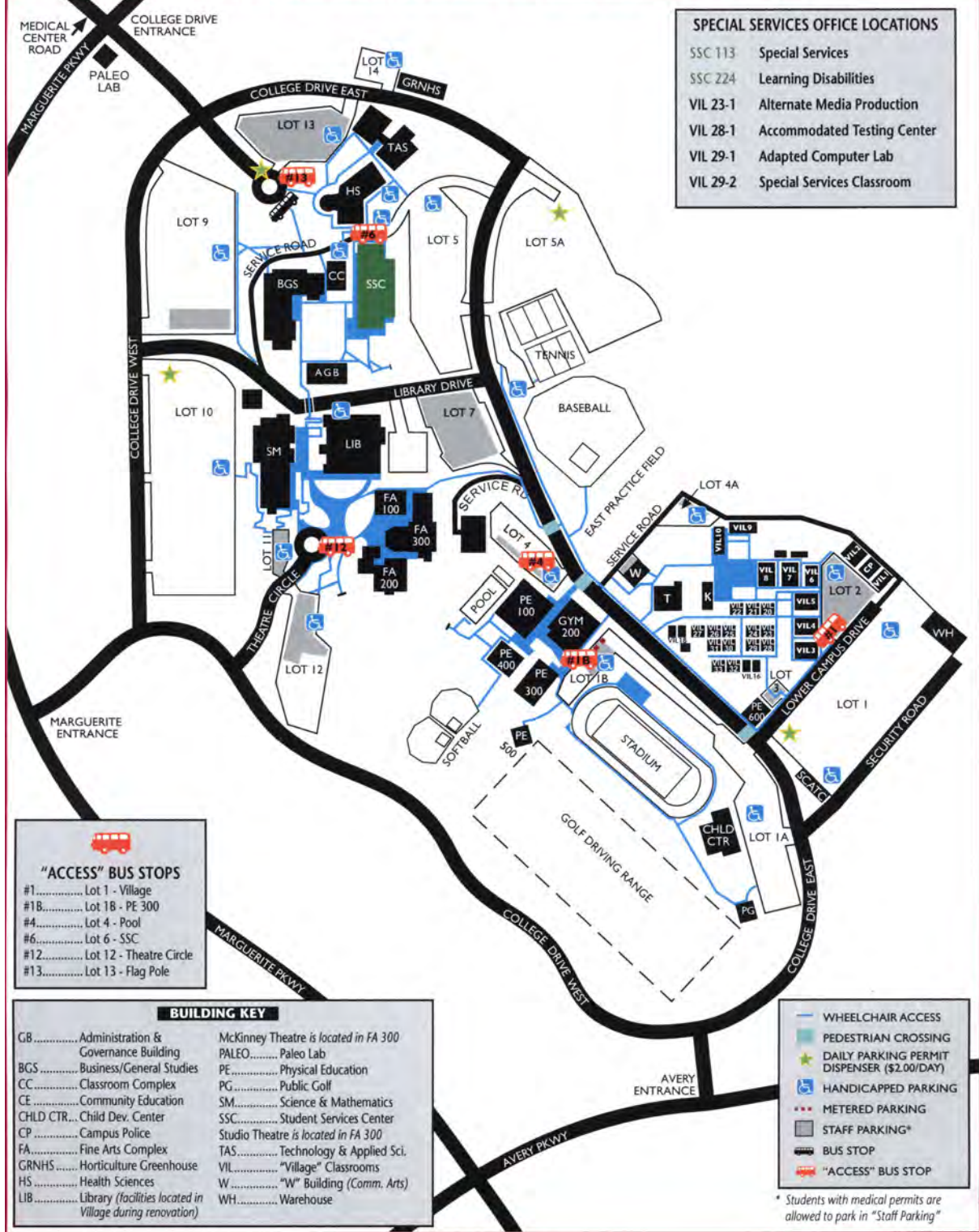
To find more information about Special Services, simply click on the



icon located on the Saddleback College Homepage.



SADDLEBACK COLLEGE CAMPUS MAP



SPECIAL SERVICES OFFICE LOCATIONS	
SSC 113	Special Services
SSC 224	Learning Disabilities
VIL 23-1	Alternate Media Production
VIL 28-1	Accommodated Testing Center
VIL 29-1	Adapted Computer Lab
VIL 29-2	Special Services Classroom

"ACCESS" BUS STOPS	
#1	Lot 1 - Village
#1B	Lot 1B - PE 300
#4	Lot 4 - Pool
#6	Lot 6 - SSC
#12	Lot 12 - Theatre Circle
#13	Lot 13 - Flag Pole

BUILDING KEY	
CIB	Administration & Governance Building
BGS	Business/General Studies
CC	Classroom Complex
CE	Community Education
CHLD CTR	Child Dev. Center
CP	Campus Police
FA	Fine Arts Complex
GRNHS	Horticulture Greenhouse
HS	Health Sciences
LIB	Library (facilities located in Village during renovation)
McKinney Theatre	is located in FA 300
PALEO	Paleo Lab
PE	Physical Education
PG	Public Golf
CE	Science & Mathematics
SSC	Student Services Center
Studio Theatre	is located in FA 300
TAS	Technology & Applied Sci.
VIL	"Village" Classrooms
W	"W" Building (Comm. Arts)
WH	Warehouse

	WHEELCHAIR ACCESS
	PEDESTRIAN CROSSING
	DAILY PARKING PERMIT DISPENSER (\$2.00/DAY)
	HANDICAPPED PARKING
	METERED PARKING
	STAFF PARKING*
	BUS STOP
	"ACCESS" BUS STOP

* Students with medical permits are allowed to park in "Staff Parking"

SADDLEBACK COLLEGE "VILLAGE" MAP



SPECIAL SERVICES OFFICE LOCATIONS	
SSC 113	Special Services
SSC 224	Learning Disabilities
VIL 23-1	Alternate Media Production
VIL 28-1	Accommodated Testing Center
VIL 29-1	Adapted Computer Lab
VIL 29-2	Special Services Classroom