



*Empowering Students, Enhancing Equity and Promoting a Culture of Inclusion*

# DRC FACULTY GUIDE

Supporting and Teaching Students with Disabilities

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# DRC FACULTY GUIDE

## Accommodating Students with Disabilities

The Disability Resource Center (DRC) is available to assist you in providing academic accommodations to students with disabilities enrolled in your courses.

While these students may access lecture and course materials

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## Establishing and Conveying Eligibility

If, or when, a student in your course requests an academic accommodation because of a disability (i.e., extra time on an exam or project, permission to use a calculator when testing, or assistance with note-taking), you should refer him/her to the DRC.

The DRC will determine the student's eligibility for services, request documentation of his/her disability, and assess the student's need for the accommodation.

If the student is eligible for services and the request for accommodation is reasonable, we will develop an *Accommodation Plan* with the student.

The student will then email the Accommodation Plan to you. The purpose of the Accommodation Plan is to:

- officially validate the student's need for accommodation;
- inform you of his.

### Extended Time

This could be time and one-half, double time or more, depending on the student's limitations. Some students may need extra time because of their reading or writing speed, the use of some form of adaptive equipment, or because they may need the intervention of a reader or scribe.

### Alternate Setting

Students who are easily distracted or whose disability involves or is aggravated by stress may need to take their exams in a room that minimizes visual and auditory distractions. The Assessment and Testing Center has carrels that minimize visual distractions and headphones that block out extraneous noises.

### Kurzweil 3000

Students with visual impairments or significant reading disabilities such as dyslexia, benefit from having their tests converted to

## Cue Cards

A cue card is a memory aid used as a testing accommodation to support students who have disabilities that significantly affect memory and is clearly documented. A cue card allows the student to demonstrate knowledge of course material by helping prompt the student's memory. A cue card gives students an equal opportunity to demonstrate their knowledge of course material without taxing already compromised memory functions.

A cue card is not intended to reduce academic requirements or alter the standards by which academic performance is assessed. A proper cue card will not be useful to a student who has not learned the exam material.

## Contents of a Cue Card

A cue card should not be more than one side and not larger than one standard sheet of notebook paper (8.5 x 11). It may or may not contain acronyms, short phrases, pictures, schematic diagrams, formulas, names, definitions, tables, sample questions, or key terms. The content of the cue card will be at the discretion of the instructor and dependent upon the student learning outcomes for the course. For example, if a course objective were for students know a certain formula on demand, it would not be appropriate to include the formula on the cue card. However, if the course objective were for students to demonstrate one's ability to apply the formula and understanding of how a formula is used, then it may be appropriate to include the formula on the cue card.

A cue card typically does not include step-by-step instructions for how to solve a problem, copied pages from textbooks, class or lecture notes, slides, or complete terms and definitions.

## Procedures for Using a Cue Card for Exams

A cue card should be submitted by the student to the instructor **at least 48 hours before the exam** for the instructor to review. The student should make a copy to use for studying.

The instructor will either approve the cue card "as is"; will remove (delete, scratch out, or black out with a marker) information that he has deemed inappropriate; or disallow the cue card entirely because the memory triggers on the cue card are deemed to be essential criteria or learning objectives for the course. To avoid concerns about the content of the cue card, the student should meet with the instructor privately, as far in advance of an exam as possible, to discuss what he will allow on a cue card.

If the instructor approves the cue card, he will sign it and allow the student to bring it to the exam.









## Learning Disabilities

Students with learning disabilities may exhibit disorders in one or more of the basic psychological processes involved in understanding or using written or spoken language. Such disabilities may cause difficulties in listening, thinking, speaking, reading, writing, spelling, or performing mathematical calculations.

The term "learning disability" does not include individuals who have learning problems primarily as a result of visual, hearing or motor limitations; mental retardation; emotional disturbances; or environmental, cultural, or economic disadvantage (PL 94-142. The Education for All Handicapped Children Act of 1975).

Students from divergent cultural and language backgrounds may experience many of the oral and written language difficulties that students with learning disabilities exhibit, but are not necessarily learning disabled by virtue of this difference alone.

College students with learning disabilities may exhibit one or more of the following characteristics:

## Reading Skills

The reading skills of college students with learning disabilities may be characterized by:

- A slow reading rate and/or difficulty in modifying reading rate in accordance with the material's level of difficulty
- Poor comprehension and retention
- Difficulty identifying important points/themes
- Poor mastery of phonics, decoding of e i c r i n g 8 3 0 T d ( ) T j 0 . . 0 0 1

## Examples of Academic Accommodations

*Testing accommodations may include:*

- Extra time (typically time and one-half to double-time)
- Reading and/or writing assistance
- Clarification of test questions
- Recording answers directly on exams rather than on Scantron
- Tape recorded exams or use of

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Asperger's Syndrome  
Students

- Start each lecture with an outline of material to be covered that period. At the conclusion of class, briefly summarize key points.

If the student's behavior begins to affect others or your course of instruction, the following measures may be necessary:

- Discuss inappropriate classroom behavior with the student privately, directly, and forthrightly, delineating, if necessary, the limits of acceptable conduct.
- In your discussions with the student, do not attempt to diagnose or treat the psychological disorder, but only the student's behavior in the course.
- If you sense that discussion would not be effective, or if the student approaches you for therapeutic help, refer the student to the psychological counselor located in the Student Support Center.
- Promptly refer to the college's proper disciplinary or security channels any student behavior that may be abusive or threatening.

## Blindness

Blindness includes students without vision, or those with unreliable vision, who may need to rely on tactile and/or aural means to obtain information during coursework or examinations. In addition, modifications in the usual mode of examination response (i.e., paper and pencil recording) may need to be made to allow students to either record their own responses or have responses recorded for them (i.e., by a reader/writer proctor or use of assistive technology).

## Examples of Academic Accommodations

### *Testing accommodations:*

- Extra time
- Reading and/or writing assistance
- Specialized hardware/software programs (Kurzweil, JAWS)
- Calculating devices

### *Classroom Accommodations:*

- Specialized hardware/software programs (Kurzweil, JAWS)
- Notetaking device, specialized software or notetaker
- Digital/audio textbooks and reading materials
- Lab assistants

## Instructional Strategies to Consider

- Face the class when speaking.
- Convey in spoken words

## Partially Sighted or Low Vision

Students with low, or limited, vision may be able to perform gross visual tasks, but may have difficulty with detailed tasks, such as printed material, graphs, charts, diagrams, etc. Speed, endurance, and precision may also be detrimentally affected. Depending upon the degree and type of disability, a partially sighted or low vision student may need a reader or other aural means to obtain information (i.e., instructions and questions) during coursework and/or examinations. In some cases, modifications in the usual mode of examination response (i.e., paper and pencil recording) need to be made so that students with disabilities may record their own answers using assistive technology or have their responses recorded for them by a reader/writer proctor.

## Examples of Academic Accommodations

Testing accommodations:

*Enlarged copy of exam, 18-point font*

- Extra time
- Reading and/or writing assistance
- Specialized hardware/software programs (Kurzweil, JAWS)
- Calculating devices

*Classroom Accommodations:*

- Specialized hardware/software programs (Kurzweil, JAWS)
- Notetaking device, specialized software or notetaker
- Digital/audio textbooks and reading materials or large print
- Lab assistants

Instructional Strategies to Consider

- See strategies for blindness

## Prelingual Deafness

Prelingual deafness occurs prior to the development of

see your face.

- Have good lighting on your face. To avoid glare, do not stand in front of lamps or windows.
- If a sign language interpreter is



mobility needs.

- Consider emergency evacuation from the classroom and what alternatives would be necessary for the student. Be aware of the college's emergency evacuation procedures.
- Don't isolate the student in classroom seating because of mobility needs. Find a way to integrate the student into the mainstream while still giving him/her accessible seating.
- If the class includes a field trip, choose an appropriate mode of transportation. If it includes a practicum or other field placement, ensure that it is accessible.

## Systemic Disabilities

Students with systemic disabilities such as heart conditions, fibromyalgia, asthma, epilepsy, or

students with (b) (7)(C) disabilities

## Instructional Strategies to Consider

- See strategies for students with learning disabilities

## Intellectual Disabilities

Students with intellectual disabilities have significantly below average intellectual abilities and limitations in the ability to function in activities of daily living. Students with intellectual disabilities can and do learn new skills, but they develop them more slowly than students with average to above average intelligence and adaptive skills. At BCC, these students are typically found in developmental courses and may need to repeat them several times before meeting the course objectives. Depending on the level of severity, some students with intellectual disabilities are quite capable of obtaining a program certificate.

## Examples of Academic Accommodations

*Testing accommodations may include:*

- See accommodations for students with learning disabilities.